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ABSTRACT

This curriculum guide for middle school student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium. The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for middle school students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

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MIDDLE SCHOOL

MIDDLE SCHOOL COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM
EXIT EVALUATION OF UNDERSTANDINGS, ATTITUDES AND SKILLS

STUDENT:________________________ID#:__________BD:_______

SCHOOL:________________________ GRADE: __________________

DATE COMPLETED:_______________

PERSON AND TITLE COMPLETING REPORT: ______________________

Evaluation Checklist

Please complete the following checklist by marking Yes, No or Not Applicable.

Competencies	Yes	No	NA
Student has completed 4 years of 6 year plan.			
Student can list 3 Florida academic/vocational/technical scholarship opportunities.			
Student is aware of high school graduation requirements.			
Student has participated in Career Day.			
Student has completed course that addresses resumes and job applications.			
Student has completed a formal assessment instrument ie., Interest inventory.			
Student is continuing to grow in computer literacy and processing skills.			
Student has had an orientation to high school rules, attendance policy, behavior, and credit accrual and denial policies.			
Student uses academic planner for time management.			
Student is passing all academic courses needed for high school.			
Student works well in cooperative learning groups.			
Student follows school/classroom rules			
Student is able to cite an example of personal difficulty and then use a problem solving/decision making process to generate appropriate alternative actions and identify probable consequences			
Student can explain the connection between attendance/timeliness of assignments and employability skills			

Southwest Florida School-to-Careers Consortium
Comprehensive Student Development Curriculum

Evaluation

Please respond to the questions below by circling your response using the following scale: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree. Your responses will be used to make future revisions to these curriculum guides. A self-addressed, stamped envelope has been provided. Please return surveys by March 19, 1999. Thank you.

1. The material was easy to understand. 1 2 3 4 5
Comments:

2. The format of the guide was helpful, clear, and easy-to-follow. 1 2 3 4 5
Comments:

3. The information in the guide was complete and contained helpful information to my work.
1 2 3 4 5
Comments:

4. Specific corrections/suggestions I would make are:

5. Overall comments on this curriculum guide or any of its parts are:

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FIVE COUNTY CONSORTIUM
COMPREHENSIVE STUDENT DEVELOPMENT GUIDE
KINDERGARTEN-POSTSECONDARY

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This project was funded by the Southwest Florida School-To-Careers Consortium, 1997-99.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM

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VISION STATEMENT

Students recognize choices and make decisions in their personal lives, academic growth, career, and community involvement with competence and confidence.

MISSION STATEMENT

Students lead successful and productive lives because schools have incorporated a comprehensive approach to student development throughout all levels of education.

TABLE OF CONTENTS

- Introduction/Using the Curriculum Guide
- School-To-Careers Competencies
- Correlation of Sunshine State Standards
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- Evaluation
- Character Education and School-To-Careers
- Sample Activities

INTRODUCTION

This series of comprehensive student development curriculum guides were developed in response to needs expressed by business and other organizations throughout the Southwest Florida School-To-Careers Consortium, a five-county alliance that includes Charlotte, Collier, Glades, Hendry, and Lee County School Districts; Edison Community College and Florida Gulf Coast University. The grant specified that school-to-career philosophies and activities needed to be institutionalized beyond the life of any funding and that to do so would be most effective by codifying a K-Postsecondary curriculum.

Student development is most frequently and properly located under the training and responsibility of counselors, the student development specialists in educational institutions. Their training includes curriculum in career awareness, planning, and choice as well as individual development. They were thus selected as the team leaders and the majority of the writing team to develop these curriculum frameworks and guides. Other educators from related fields were also included.

The curriculum writing team represented all levels of education and all involved districts. The team consisted of the following:

Elementary School (K-5):
    Team Leaders: Susan Shoemaker, Lee County
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The writing project was coordinated by:
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The manuscript was initially prepared by Dr. Scott Fry, Hendry County and was edited by Dr. Madelyn Isaacs, Florida Gulf Coast University. The revised manuscript was prepared by Stacie Kidwell and edited by Dr. Madelyn Isaacs, Jack Pause, Susan Potts and Susan Shoemaker.

The process of development began with the adaptation of Florida's Student Development Program into a matrix of goals and outcomes. The program was already geared toward comprehensive student development and the infusion of school-to-work concepts and activities. Once the matrix for K-post-secondary curriculum outcomes was identified, the writing team met as a large group, divided into subgroups based on levels of experience and the need for overlap and transitions between school levels, and compiled activities for each applicable outcome in school-based, connecting, and work-based environments.

The curriculum is designed as a whole with special attention to transitions between levels. However, it is presented in sections by school level; elementary, middle, high, and post-secondary. Districts and post-secondary institutions are expected to review the total curriculum, customize it to best meet individual district/institutional needs and goals, and begin to disseminate the curriculum by training counselors and administrators in its outcomes and activities.

Each level specifies competencies presumed to exist upon student entry and exit competencies for which it would be accountable. Each curriculum section contains such a statement. This statement is followed by a chart of how the curriculum coordinates with Florida's Sunshine State Standards in Health and Social Studies. These subject areas are most often infused throughout the Student Development Domains.

USING THIS CURRICULUM GUIDE

This curriculum guide is organized into four curriculum categories: Academic Achievement (AA), Career Development (CD), Personal and Social Development (PSD), and Community Involvement (CI). Each of these four areas is further subdivided into general goals and attendant student outcomes. The curriculum categories, goals, and outcomes are designated by letter codes and numbers. Thus "CD 2.2" translates to mean Career Development Goal number 2, "Understand interrelationships among life roles and the world of work", and outcome number 2, "describe the advantages of various life role options."

For some goal and outcome areas, an "N/A" or "Not Applicable" is designated. For these, it was determined that the outcome or goal was either not applicable yet to the age/grade/developmental level or had been adequately covered previously. For information about how other levels have addressed specified outcomes, see the curriculum guides in their entirety.

Activities are meant as examples of the range of possible activities to meet any particular outcome or goal. These are listed in the appendices and copies are included in the back of the curriculum guide. It is assumed that there are many other activities already developed or to be developed which can also meet curriculum goals. A reference section accompanies each guide. Some extended reference material was adapted from Insights from the Florida Department of Education, Bureau of Career Development, and Developmental Guidance: Classroom Activities from the Center on Education and Work at the University of Wisconsin at Madison. These two curriculum guides are especially recommended although many other quality collections of activities exist and could be appropriate and useful.

MIDDLE SCHOOL ENTRY AND EXIT COMPETENCIES: OVERALL AND BY GRADE LEVEL

When students enter from Elementary school they should be able to demonstrate:
- Appropriate grade level reading, mathematics and writing skills
- Interpersonal skills including working with others and conflict resolution/mediation skills
- Decision making and goal setting skills
- Career Awareness: knowledge of the world or work, how jobs interact, examples of range of work from local environment and why work is important.
- Introduction to community service
- Working cooperatively in groups
- Notion of good physical and mental health
- Basic keyboarding and computer literacy skills
- Understanding the importance of standardized testing

During 6th Grade the following areas will be covered:
- Assess entering career, decision making, conflict resolution skill level
- Orient students to middle school rules, conduct, class scheduling, attendance and other policies
- Conduct diversity awareness activities including cultural, varying teacher styles and expectations, learning styles
- Begin career awareness activities: self-assessment (interests, aptitudes and goals) e.g., Career Cruiser (begin portfolio with self-assessment information)
- Continue computer literacy and processing skills
- Orient toward school rules - homework & attendance accountability
- Orient to employability skills - attendance, timeliness of assignments, etc.
- Continue planning and goal setting behaviors - using planner for time management, etc.
- Continue decision making and problem solving skills and knowledge of consequences of decision making
- Master appropriate academic skills

During 7th Grade the following areas will be covered:
- Introduce concept of the four-year plan
- Introduce local job market, career cluster information
- Continue computer literacy and processing skills
- Introduce resume writing; continuing portfolio development

- Orient toward school rules - homework & attendance accountability
- Orient to employability skills - attendance, timeliness of assignments, etc.
- Continue planning and goal setting behaviors - using planner for time management, etc.
- Continue decision making and problem solving skills and knowledge of consequences of decision making
- Master appropriate academic skills

During 8th Grade the following areas will be covered:

- Complete 4 years of 6 year plan of study
- Begin high school orientation to graduation requirements,
- Make students aware of scholarship and financial aid opportunities
- Continue computer literacy and processing skills
- Orient toward school rules - homework & attendance accountability
- Orient to employability skills - attendance, timeliness of assignments, etc.
- Continue planning and goal setting behaviors - using planner for time management, etc.
- Continue decision making and problem solving skills and knowledge of consequences of decision making
- Master appropriate academic skills

When students leave middle school and enter high school they should be able to demonstrate or have the following:

- Completed 4 years of 6 year Plan
- Aware of Florida academic and vocational/technical scholarship opportunities
- Aware of high school graduation requirements
- Career awareness - introduction of local job market and career clusters, portfolio and resume writing
- Assessment results from preliminary formal assessment instrument (CHOICES Jr., or some other program)
- Continuing computer literacy and processing skills
- Orientation toward high school rules in advance: homework & attendance accountability, credit accrual and denial policies
- Orientation to employability skills - attendance, timeliness of assignments, etc.
- Planning and goal setting behaviors - using planner for time management, etc.

- Decision making and problem solving skills and knowledge of consequences of decision making
- Master appropriate middle school academic skills
- Interpersonal skills

CORRELATION MATRIX BETWEEN STUDENT DEVELOPMENT DOMAINS AND GOALS AND SUNSHINE STATE STANDARDS: HEALTH AND SOCIAL STUDIES
6-12

Student Development Curriculum Domains	Sunshine State Standards
Academic Achievement	
AA 1.0 Understand and participate in a school environment	
AA 2.0 Develop effective study skills	
AA 3.0 Develop effective time management skills	
AA 4.0 Develop effective stress management skills	
AA 5.0 Understand attitudes and behaviors related to academic achievement	
AA 6.0 Develop interpersonal and communication skills for successful learning	
AA 7.0 Assess self and school success skills	
AA 8.0 Set academic goals and make decisions that help attain those goals	

Career Development	
Acquire self-knowledge	
CD 1.0 Develop a positive, stable, integrated self-concept as related to career problem solving and decision making	
CD 2.0 Understand interrelationships among life roles and the world of work	
Acquire educational and occupational knowledge	

CD 3.0 Attain awareness of personal development and lifelong learning as related to productive meaningful work		
CD 4.0 Understand the relationship between school achievement and educational and career opportunity		
CD 5.0 Understand how the needs of society and the structure of the economy are related to the nature of work	**SS.A.4.3.1**	knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).
	SS.A.6.3.5	understands how Florida has allocated and used resources and the consequences of those economic decisions.
	SS.B.1.3.6	understands ways in which regional systems are interconnected.
	SS.B.2.3.8	knows world patterns of resource distribution and utilization.
	SS.D.1.4.1	understands how many financial and non-financial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
	SS.D.2.3.1	understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command and mixed economic systems.
	SS.D.2.4.6	understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.
CD 6.0 Understand and use career information to solve career problems and make career decisions		
Develop career problem solving and decision making skills		
CD 7.0 Acquire career problem solving, decision making, and planning skills		

CD 8.0 Develop the capacity for self-awareness and self-regulation in the career problem solving and decision making process Develop employability skills CD 9.0 Develop skills to enable one to seek, obtain, maintain and change jobs CD 10.0 Develop effective human relations skills to enable positive and productive work relationships	

Personal/Social Development

PS 1.0 Develop personal responsibility for his or her own behavior	**SS.C.2.3.3**	understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be place on rights (e.g., whether a clear and present danger exists and whether national security is at risk).
	HE.B.1.3.1	knows the importance of assuming responsibility for personal health behaviors.
	HE.B.1.4.1	understands the role of individual responsibility regarding personal risk behaviors.
PS 2.0 Develop a positive estimation of his or her qualities or traits	**HE.A.1.4.2**	understands the potential impact of common risk behaviors on the quality of life.
PS 3.0 Master effective communication skills	**HE.B.3.3.1**	knows effective verbal and non-verbal communication skills (e.g., body language, and eye statements).
	HE.B.3.3.5	demonstrates attentive communication skills (e.g., eye contact and hand and body gestures).
	HE.B.3.4.1	understands the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).
	HE.B.3.4.3	knows positive strategies for expressing needs, wants, and feelings.
	HE.B.3.4.4	knows skills for communicating effectively with family, friends, and others.
PS 4.0 Master social and interpersonal skills.	**SS.C.2.4.3**	understands issues of personal concern: the rights and responsibilities of the individual under the United States Constitution the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
	HE.B.1.1.3	knows positive ways to handle anger.
	HE.B.3.3.2	knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).
	HE.B.3.3.3	knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).
	HE.B.3.3.6	knows communication strategies for avoiding potentially

Personal/Social Development (Con't)

		harmful situations (e.g., refusal skills and resistance to peer pressure).
	HE.C.2.3.4	knows how to influence others to make positive choices.
	HE.B.1.4.3	knows strategies for managing stress.
	HE.B.3.4.2	knows techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).
	HE.B.3.4.5	knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).
	HE.C.2.4.4	knows positive ways to influence others to make positive choices.
PS 5.0 Develop constructive strategies and skills for managing personal and social conflict	**HE.B.3.3.4**	understands how the behavior of family members and peers affects interpersonal communication.
	HE.B.3.3.7	understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.
	HE.B.3.4.6	understands the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict resolution skills and peer mediation).
	HE.B.3.4.7	knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).
PS 6.0 Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.	**SS.A2.3.1**	understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
	SS.A.3.3.1	understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
	SS.B.2.3.3	understands how cultures differ in their use of similar environments and resources.
	HE.B.2.3.3	identifies aspects in one's own culture and in the cultures of others that my have an impact on health and the use of health services.
	HE.B.2.3.4	understands emotional and social health risks caused by prejudice in the community.

Personal/Social Development cont'd	**HE.B.2.4.4**	knows how ethnic and cultural diversity both enrich and challenge healthy living.
	HE.B.3.4.8	understands various ways in which different families handle grief (e.g., in terms of cultural differences).
PS 7.0 Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.	**HE.B.2.3.2**	knows how information from peers influences health.
	HE.B.3.3.8	knows communication strategies for managing grief causes by disappointment, separation, or loss (e.g., counseling, talking, and listening).
	HE.C.1.3.1	knows how to apply a decision making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).
	HE.C.1.3.4	knows strategies and skills needed to attain a personal health goal.
	HE.C.1.4.1	knows various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system).
	HE.C.1.4.6	knows various strategies when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).
PS 8.0 Develop healthy lives and communities	**HE.A.1.3.2**	understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.
	HE.A.1.3.3	knows how physical, mental, emotional, and social health interrelate during adolescence.
	HE.A.1.3.4	understands how peer pressure can influence healthful choices.
	HE.A.1.3.6	knows ways in which to reduce risks related to health problems of adolescents.
	HE.A.1.3.7	knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death.
	HE.A.1.3.9	knows various methods of health promotion and disease prevention.
	HE.A.1.3.10	knows eating disorders that adversely affect health.
	HE.A.2.3.2	knows how to use resources from the home, school, and community that provide valid health information.
	HE.A.2.3.3	knows how to locate health products and services.

Personal/Social Development cont'd PS 8.0 Develop healthy lives and communities (cont'd)	**HE.B.1.3.1**	knows the importance of assuming responsibility for personal health behaviors.
	HE.B.1.3.2	understands the short-term and long-term consequences of safe, risky, and harmful behaviors.
	HE.B.1.3.5	knows techniques for avoiding threatening situations.
	HE.C.1.3.3	understand the various consequences of health-related decisions.
	HE.C.1.3.6	knows the outcomes of good personal health habits.
	HE.C.2.3.6	knows how to access community agencies that advocate healthy individuals, families, and communities.
	HE.A.1.4.1	understands the impact of personal health behaviors on body systems.
	HE.A.1.4.2	understands the potential impact of common risk behaviors on the quality of life.
	HE.A.2.4.2	knows resources from home, school, and community that provide valid health information.
	HE.A.2.4.4	knows how to access school and community health services for self and others.
	HE.B.1.4.2	knows strategies for health enhancement and risk reduction.
	HE.B.1.4.4	knows strategies for improving or maintaining personal, family, and community health.
	HE.C.1.4.2	knows the health concerns that require collaborative decision-making (e.g., community violence and water pollution).
	HE.C.1.4.3	knows methods for predicting immediate and long-term impact of health decisions on the individuals who make them.
	HE.C.1.4.5	knows how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.
Community Involvement CI 1.0 Appreciate the role of community workers and helpers		
CI 2.0 Develop a sense of community pride		
CI 3.0 Develop and participate in community volunteer service projects	**SS.C.2.3.6**	understands the importance of participation in community service, civic improvement, and political

		activities.
	HE.C.2.3.5	know ways to work cooperatively with others to advocate for healthy individuals, schools, and families.
CI 4.0 Understand and enhance the community	**HE.C.2.4.5**	knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers).

Middle School

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
ACADEMIC ACHIEVEMENT	1.1 Know school procedures in order to cooperate and take part in a shared learning environment.	A	Class discussion of student handbook and discuss the importance of rules in school and in the work place	Teacher/Guest speaker. Discusses and reviews job (workers) handbook and impact of rules in workplace.	N/A
AA 1.0 Understand and participate in a school environment.	1.2 Demonstrate a positive transition from one academic level to another and between schools.	A	6th, 7th, 8th, Orientation program and scheduling activities. During orientation day, team incoming students with 7th and 8th graders. Students orientated to school rules and expectations Promoted to the next level. Evaluate performance based activities.	Evaluate Orientation program for effectiveness by polling students and making changes where necessary.	N/A
	1.3 Demonstrate behavior that reflects positive working relationships with teachers and classmates.	A	Role play-individual or group "Play the teacher for teaching an activity." Recognition of positive behavior--awards ceremony	Progress reports. Rewards programs.	N/A
	1.4 Describe school and teacher evaluation procedures, such as progress reports, grade point average, class credits, the value of homework assignments, and related procedures for obtaining credit.	A	Academic media presentation. Present information regarding school environment.	1.Progress (school) report = job evaluation. 2.Guest speaker - subject: How we evaluate our employees.	Connect school report card with work pay check.
2.0 Develop effective study skills.	2.1 Identify common study skills and habits that contribute to school success.	7,8	Students describe success and how it is achieved.	1.View training film/video to re-introduce or review on the job skills. 2. Guest speaker-subject: Keeping workers productive. Discuss practical strategies.	N/A

Middle School

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	2.2 Identify and evaluate his/her study skills used in school and out of school, examining strengths and areas that need improvement.	7,8	Use an assessment instrument to evaluate study skills. (See App M1) Brainstorm effective study techniques. Evaluate.		
	2.3 Describe the value of practicing a skill and its relationship to successful performance of a task.	A	Large group activity, describe a skill learned and how improvement occurred.	N/A	N/A
	2.4 List and describe how study skills and habits for school success are related to other aspects of life.	A	Administer a study skills questionnaire. (See App M1) Discuss/review.	Parent, student, teacher conference.	N/A
	2.5 Explain the value and describe the importance of working with and without supervision.	A	Define supervision and contrast with independent work (i.e., homework). In-class complete same activity with supervision and independently.	N/A	N/A
	2.6 Demonstrate an awareness and interest in taking responsibility for his/her learning.	A	Use of student planner to schedule assignments.	N/A	N/A
	2.7 Discern and accept mistakes as an important part of the learning process.	A	Speech/oral presentations, shared experiences where learning from mistakes occurred.	N/A	N/A
	2.8 Recognize and describe the personal satisfaction and value of completing a task.	A 6	Share success stories with class and identify satisfaction in that success. Develop a class wall of fame or warm fuzzy award.	Guest speaker: sports figure or coach. Topic: Success - how good it feels.	N/A

Middle School

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
AA 3.0 Develop effective time management skills.	3.1 Identify and cite times of the day and week when his/her academic tasks and assignments might best be completed.	A 8	Discussion-Brainstorm when academic work is complete. Social Studies – design a research project to evaluate different schedules.	N/A	N/A
	3.2 Outline in writing a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments.	A	Plan a daily-weekly academic schedule. Put in chart form for monitoring.	Students will interview an adult, topic: Planning a work schedule.	N/A
	3.3 List common or routine duties and tasks other than school assignments and mark them on a weekly planning schedule.	A	Keep a journal, noting the success of personal responsibility. Small group discussion; evaluate the importance of maintaining a balance between school and other activities.	(See AA 3.1)	N/A
	3.4 Acknowledge and describe the value of setting and monitoring goals and establishing time-managreement priorities.	7-8	Theme: "Why setting time-management priorities are a necessary tool for success." Discuss the value of time-management.	Field trip to local business - What are their priorities?	N/A
	3.5 Evaluate time-management skills related to school success.	A	Create skits that depict the lack of time-management skills--Discuss.	N/A	N/A
AA 4.0 Develop effective stress management skills.	4.1 Identify and list typical events and situations that are stressful is a school and at a life stage.	7,8	In small groups, discuss causes of stress. How does it feel? Rate events from most to least stressful.	Guest speaker from hospital, topic - Stress kills.	N/A
	4.2 Accept stress and anxiety as a natural aspect of life and cite reasons for developing stress-management skills.	A	Develop work sheet: stress manager. Discuss stress management skills.	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.3 Cite basic skills related to and methods of coping with test-anxiety and other school related stress.	A	Assist students in becoming "test wise" Complete "your test attitude" Complete test taking # 1 & 2. (See App M4) Role play stress reducing activities.	N/A	N/A
	4.4 Identify barriers to his/her success at school.	A	Brainstorm barriers to success in school.	N/A	N/A
	4.5 Identify strategies to counter barriers to school success.	A	Discuss strategies to counter barriers identified in AA 4.4 Use positive imagery and goal-setting to instill success. Describe success--how does it look and feel?	N/A	N/A
AA 5.0 Understand attitudes and behaviors related to academic achievement.	5.1 Understand the power of peer relationships and peer support and identify desirable and undesirable peer pressures in terms of school success.	6	Define: Peer pressure in a group activity identify peer pressure elements. Describe an event in which you were influenced by peers Play HUMAN BINGO. (See App M5)	Guest speaker - SWFAS - Peer pressure and choices we make. Counselor: Fair weather versus true friends.	N/A
	5.2 Differentiate between intrinsic and extrinsic pressures and rewards.	7,8	Define: Intrinsic pressures Extrinsic rewards. What choices do we make?	N/A	N/A
	5.3 Recognize and describe how positive thinking and practice of skills are related to success.	7,8	Brainstorm how to reformat negative thinking. Describe positive self-talk. Use sports, artistic, other competition as examples.	N/A	N/A
	5.4 Identify and demonstrate interpersonal skills related to building positive working relationships with others.	7,8	View motivational speakers/ videos. Evaluate techniques/philosophy. Plan a three minute speech in which you motivate others to be successful.	Speaker from business community discussing how businesses motivate employees.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
AA 6.0 Develop interpersonal and communication skills for successful learning.	6.1 Identify and demonstrate interpersonal skills related to building positive working relationships with others.	A	Student questionnaire: communication skills checklist. (See App M6) Discuss ways we communicate our thoughts and feelings. What is effective communication? Interpersonal skill worksheet. (See App M7)	N/A	N/A
	6.2 Describe the role of an effective group participant and take an active part in cooperative learning activities and projects.	A	Cooperative learning in small groups in academic classes. Review group rules and assign jobs. Evaluate effectiveness of each members' contributions.	Invite 3-4 business guests to form a panel on business rules and expectations: allow student questions.	N/A
	6.3 Compliment and confront others regarding their actions related to academic achievement.	8	Evaluate a classmate's performance: provide positive feedback and areas of improvement.	N/A	N/A
	6.4 Demonstrate effective listening in an academic activity.	8	Describe a good listener. Administer a listening quiz. (See App M8) Role play miscommunication and a situation dysfunction.	N/A	N/A
AA 7.0 Assess self and school success skills.	7.1 List and describe classroom learning behaviors related to achievement.	A	Administer a study skills questionnaire. Attitude checklist. (See App M9) THE ME POSTER. (See App M10)	N/A	N/A
	7.2 Assess and evaluate his or her strengths regarding classroom learning behaviors.	A	Discuss questionnaires in small groups. Evaluate THE ME POSTERS. (See App M10) Post the posters, positive comments only.	Invite business community to judge posters.	N/A
	7.3 Identify his/her classroom and learning behaviors that need improvement.	A	Identify behaviors/areas of concern that need improvement. Set priorities for improvement. (See App M11) Chart progress.	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	7.4 Assess and evaluate his/her teacher-student working relationships.	A	Students describe how the "Boss"/teacher sees them. Students rate job performance as if they were the teacher.	Volunteer to be an after school teacher/tutor. Discuss how it feels to be the boss.	N/A
	7.5 Assess and evaluate his/her peer relationships in terms of their affect on academic achievement.	A	Peers: small group discussion on how they effect performance in school? List positive/negative.	N/A	N/A
	7.6 Assess his/her personal attitudes about school.	A	Administer an Attitude Checklist. (See App M9)	N/A	N/A
	7.7 Identify and cite his/her special interests, abilities, and skills in academic achievement and opportunities to excel in academic areas.	7,8	Develop and administer career intent Checklist.	N/A	N/A
AA 8.0 Set academic goals and make decisions that help attain those goals.	8.1 Identify both short-term and long-term academic goals.	7,8	Develop worksheets on goal setting procedures.	N/A	N/A
	8.2 Select courses and other academic experiences that are consistent with his/her goals.	8	Complete 4-year plan for high school. Use a career planning assessment instrument i.e. JOB-O-CHOICES.	Guest speaker from high school counseling center on career planning.	N/A
	8.3 Organize and record a four-year sequence of courses and other academic experiences that will lead to goal attainment.	8	Maintain an AGENDA BOOK; Complete the 1st year of the career plan assessment. (See App M15) Complete the 2nd year of the 6-year career plan assessment.	Students and families discuss maintaining an agenda book/schedule.	N/A
	8.4 Monitor progress toward goals and adjust plan with course selection or other learning activities.	8	Discuss how one's level of maturity affects decision making and how it changes over time.		

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
CAREER DEVELOPMENT	1.1 Describe his/her positive characteristics as seen by others and himself/herself.	A	Do Hidden Test. (See App M16) Discuss results.	N/A	Demo these skills in role as the student, the worker (worker in 6th-8th grade is doing your job as a student) your job is being a student.
CD 1.0 (Acquire self-knowledge) Develop a positive self-concept as related to career problem solving and decision making.	1.2 Demonstrate behaviors that reflect a positive attitude about himself/herself in work-related activities.	A	Show video on entry level job. Brainstorm and chart attitudes necessary for success.	Have a panel of community resources; teacher, student, manager, to debate which attitudes are used in each area.	N/A
	1.3 Describe individual strengths and weaknesses in school subjects, leisure, and work-related activities.	A	Do activity, "What is leisure?" List personal strengths & weaknesses.	Field trip to a business which provides leisure activities.	N/A
	1.4 Identify his/her personal interests, abilities, values, and beliefs related to career choice.	A	Take Florida View Interest Survey. Do a "Coat of Arms" activity.	N/A	N/A
	1.5 Explain the relationship between work-related behavior and self-concept.	A	Identify and show video showing success due to the work ethic.	Interview a person on how they reached their goals. Work with language arts teacher on format.	N/A
CD 2.0 Understand interrelationships among life's roles and the world of work.	2.1 Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.	7,8	Split class into three groups representing career, family and leisure. Brainstorm how each is affected by physical and economic well being.	Invite interviewed parent to speak to class concerning "choices", specifically how they progressed to this point in life and what helped them. Using purchased materials or speakers (coaches make good impression on middle school students) focus on why the job of succeeding in middle school is related to success in life.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	2.2 Describe the advantage and disadvantages of various life role options.	8	Assign students to view various television programs and discuss life role options. Show "Teenagers and Tough Decisions" from Film Ideas, Inc., 3719 Commercial, Northbrook, IL 60062.	(See CD 2.1)	N/A
	2.3 Describe factors that determine lifestyles (e.g. socioeconomic status, culture, values, occupational choices, work habits).	8	Develop or find available worksheets which identify lists from each area.	Guest speaker - family counselor.	N/A
	2.4 Describe the contribution of work to a balanced and productive life.	8	(See CD 2.3)	View a television show about family and discuss life roles and options it depicts. (Do worksheets 140, 179,259 in App 20A)	N/A
	2.5 Describe ways in which work, family, leisure, and spiritual life are interrelated and integrated into his/her life journey.	8	Interview a parent using "Family Interviews" form, Skills for Living. (See App M19)	Example, Have Fellowship of Christian Athletes advisor speak to students.	(See CD 2.1)
	2.6 Describe ways that leisure contributes to development of occupational skills and job performance.	8	Have student get articles from newspaper about leisure and discuss available leisure activities.	(See CD 2.1)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
CD 3.0 Attain awareness of personal development and lifelong learning as related to productive meaningful work. Acquire educational and occupational knowledge.	3.1 Describe how current learning relates to work.	8	Have students identify a life goal. Ask students to identify a career to facilitate obtaining that life goal.	Prior to speaker, student groups should be given worksheets with questions to ask and guest speaker should be prepared with student questions in advance. Follow speaker with written assignment.	Discuss the need for school report cards as they simulate work evaluation. Obtain teacher or other evaluation tool from real workplace, as example.
	3.2 Describe the relationship of personal attitudes, beliefs, abilities, and skills to successful work performance.	8	Discuss behaviors and traits which employers most often seek in employees.	(See CD 3.1)	(See CD 3.1)
	3.3 Explain the importance of personal maintenance skills and positive attitudes to job success.	A	Dress for success - Why is this important and what does one's dress say about that person?	(See CD 3.1)	(See CD 3.1)
	3.4 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.	A	Develop a personal plan for utilizing one's resources.	N/A	N/A
	3.5 Demonstrate positive work attitudes and behaviors.	A	Use a timed activity with students; have one student in a small group assigned to note behavior of other students during activity---students correct activity—evaluation is correlated to observed behavior.	N/A	N/A
	3.6 Demonstrate learning habits and skills that can be used in the ongoing development of job skills.	A	Students brainstorm job list and list skills necessary for success. Students then identify which can be fostered while still students (i.e., timeliness of completed work, attention to detail, etc.).	Speaker--Address the need for life-long learning. Have students use newspaper to find opportunities for continued education in area and post in classroom.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.7 Demonstrate behaviors that maintain physical and mental health in the workplace.	A	Chart--What is physical health. What is mental health? After the lists are made discuss why these are needed in the work place. Reward perfect attendance monthly.	Ask a recovering substance dependent person who is employed to speak to the class.	Invite speaker from OSHA or other workplace safety organization to address workplace safety and substance abuse.
	3.8 Describe career paths that reflect the importance of lifelong learning.	A	(See CD 3.7) Have students from high school speak to the class as to expectations in high school.	Ask representatives from several career clusters to speak and hold a panel discussion on their particular career paths and changes since their initial training.	N/A
CD 4.0 Understand the relationship between school achievement and educational and career opportunity.	4.1 Describe how the amount of education needed for different occupational levels varies.	A	Plan a year-long project "Bring a Career to School." Introduce the project at parent night. Ask students get parents and friends involved in learning about different careers. In class, students would brainstorm the nine careers that will be examined in detail, one per month. Students would write letters of invitation, determine format and student moderator for in-class activity.	(See CD 4.1 School-Based)	N/A
	14.2 Identify how the skills taught in school subjects are used in various occupations.	A	(See CD 4.1) Have students keep journals of how they use a school skill for non-school work for one week. Share journals.	N/A	N/A
	4.3 Demonstrate how to apply academic and vocational skills to achieve personal and career goals.	A	(See CD 4.1)	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.4 Identify how employment trends relate to education and training.	A	(See CD 4.1)	Invite speaker from local labor market to speak on employment trends, training, requirements, etc.	N/A
	4.5 Describe how educational attainment relates to the selection of college majors, further training and/or entry into the labor market.	7,8	Use service careers inside the world of work. Use the internet to investigate employment trends in area, state, and nation. Discuss.	(See CD 4.4)	N/A
	4.6 Identify transferable skills that can apply to a variety of occupations and changing occupational requirements, cooperative education programs or extra curricular activities.	A	Discuss what skills are needed to succeed in academic classes, sports competitions, and clubs and organizations. List common skills, (e.g., communication skills, conflict resolution skills, problem solving skills, etc.)and identify how each is related to the different activities.	(See CD 4.4) (See CD 4.6, School-Based) Identify jobs that require these skills?	N/A
	4.7 Demonstrate how occupational skills can be developed through volunteer experiences, part-time employment, cooperative education programs or extra curricular activities.	A	See CD 4.6 and identify volunteer experiences which use the same common skills.	N/A	N/A
CD 5.0 Understand how the needs of society and the structure of the economy are related to the nature of work.	5.1 Describe the effects that societal, economic and technological changes have on occupations.	A	Read the classifieds in the newspaper to see the types of jobs listed. See App M21. Discuss the lack of need for certain occupations, (for example, bank tellers) which have been impacted by technological and economic changes. See CD 4.1	Have guest speakers as connecting activity for entire section. Persons from JTPA, HRS to address changes in welfare and government support programs intended to transition unemployed workers to employment. Speakers should also represent non-traditional occupations.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	5.2 Describe the effects of change in supply and demand for workers.	A	Distribute Department of Labor materials on skilled and non-skilled workers.	(See CD 5.1)	N/A
	5.3 Explain the social significance of various occupations. (All occupations have social significance.)	7,8	Identify how careers or occupations accrue social status. Identify several community leaders or others appearing in the local newspaper to identify their status and what their occupation contributes to that status. (See CD 5.2)	(See CD 5.1)	N/A
	5.4 Describe how society's needs and functions affect the supply of goods and services.	A	(See CD 5.3.)	Request materials from gender equity coordinator and D.O.E., D.O.L, etc. (See CD 5.1)	N/A
	5.5 Define global economy and explain how it affects each individual.	A	Assign students to bring in the business section of the newspaper. Select as a class studying international trade articles reflecting global economy. Have the students chart how this affects them each day, (e.g. foreign cars).	(See CD 5.1)	N/A
	5.6 Describe the advantages and problems of choosing nontraditional employment for women and men.	A	Current materials from Equity Coordinator, Department of Education and Department of Labor.	(See CD 5.1)	N/A
	5.7 Identify factors that have influenced the changing career patterns of women and men.	A	(See CD 5.6)	(See CD 5.1)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
CD 6.0 Understand and use career information to solve career problems and make career decisions.	6.1 Contrast occupational groups in terms of duties, tasks, working conditions, educational and skill requirements, and desired personality traits.	A	Activity: "Opportunity Knocks" Broward County curriculum. (See App M23)	N/A	Relate all activities to student as worker in middle school.
	6.2 Demonstrate skills in using school, parents, friends, relatives and community resources to learn about occupational groups.	A	(See CD 4.1)	Have speakers from different levels of a career that students select.	(See CD 6.1)
	6.3 Demonstrate use of a range of career resources (e.g., handbooks, print materials, labor market information, computer-assisted career guidance systems).	8	Do Holland Self-Directed Search and distribute hexagon of Holland codes. Do "Choices-Junior", give each student Career Cruiser. Develop worksheet of activities to encourage students to read Career Cruiser. Obtain copies of OOH, DOT, and list of career materials on the internet and explain to students how to use them. (See App M25)	N/A	(See CD 6.1)
	6.5 Identify individuals as information resources, role models, mentors.	8	(See CD 4.1) Ask high school counselor to speak to class about 4/6 year plans.	Identify career resource people to speak to classes	(See CD 6.1)
CD 7.0 Acquire career problem solving, decision making, and planning skills.	7.1 Describe the steps through which career choices are made.	A	Do Time Wheel Activity. (See App M24)	N/A	N/A
	7.2 Describe the steps in choosing school courses that meet tentative career goals.	A	Do Career Gumball Machine. (See App M26)	N/A	Visit local colleges, universities and vocational/technical institutions.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	7.3 Identify ways in which decisions about education and work relate to other major life decisions.	A	(See CD 7.2)	Guest speakers including H.S. Student, college student H.S. financial aid officer, college counselor, director of personnel/human resources of large business.	(See CD 7.2)
	7.4 Develop and maintain an individual career plan with career goals, course options, and complementary work experiences.	8	Do a 4/6 year plan (See local district example as well as relate to AA 8.1-8.3)	(See CD 7.3)	(See CD 7.2)
	7.5 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.	A 8	Use Pathways to Your Future from D.O.E.	(See CD 7.3)	(See CD 7.2)
	7.6 Identify steps to apply for and secure financial assistance for post-secondary education or training.	A 8	(See CD 7.5) Get financial aid form from high school, distribute and complete with mock figures.	(See CD 7.3)	(See CD 7.2)
CD 8.0 Develop the capacity for self-awareness and self-regulation in the career problem solving and decision making process.	8.1 Recognize the existence of career indecision and the need to engage in career problem solving and decision making.	A	Do Activity "Taking a closer look" from Choosing for Yourself. (See Bibliograhy) Discuss why some decisions are difficult . Role play a career problem and identify why a decision has to be made.	Bring in speakers who can discuss their experiences as diverse workers in the workplace, (e.g., handicapped, disabled workers, minority, etc.).	N/A
	8.2 Describe various strategies for solving career problems and making career decisions.	A	Use "Enter Here" video series (bibliography) with the teacher's guide that provides worksheets and activities that address career decision making.	Have speakers share their experiences in the job market, (i.e. making career changes, seeking jobs). Representatives from the Chamber of Commerce can be a useful source.	N/A

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Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	8.3 Describe the stages of the career problem solving and decision making process.	A	(See CD 8.2)	(See CD 8.2)	N/A
	8.4 Identify the types and quantity of information required to solve a career problem.	A	(See CD 8.2)	(See CD 8.2)	N/A
	8.5 Make tentative educational and occupational choices.	A	(See CD 8.2) Have students write a short paper that describes their occupational choices.	(See CD 8.2)	N/A
	8.6 Describe the effect of his/her emotional and physical health on making career decisions.	A	(See CD 8.2)	(See CD 8.2)	N/A
	8.7 Describe the effect of work-related and career decisions on self and others.	A	(See CD 8.2)	(See CD 8.2)	N/A
CD 9.0 Develop employability skills: Develop skills to enable one to seek, obtain, maintain, and change jobs.	9.1 Locate, interpret, and use information about job openings.	A	Have students do ABC of Careers (App M27) or use local newspaper to have students classify jobs into categories of employment by level of education required or type of career cluster in which it can be found.	Ask persons from employment agency to speak to the class, share what they like to find in an applicant who they try to place. Have the class members complete the agency's application form.	N/A
	9.2 Demonstrate skills, knowledge, attitudes and behaviors necessary for a successful job interview.	A	(See CD 9.1) Locate and show video on interviewing skills. Have students do mock interviews, video tape and critique.	(See CD 9.1)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	9.3 Prepare a resume and complete job application.	A	(See CD 9.1) Students should prepare a personal resume using a simple format. Have students in next grade evaluate and provide feedback.	(See CD 9.1)	N/A
	9.4 Identify sources of employment opportunities in the community.	A	(See CD4.1) Use the phone book or classified ads to identify potential employers to whom to direct cover letters.	(See CD 9.1)	Visit One-Stop Career Center at Workforce Development Council Office.
	9.5 Assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).	7,8	(See CD 4.1) Use Florida Wages and Benefits information to have students assess occupational opportunities.	(See CD 9.1)	(See CD 9.4)
	9.6 Describe placement services available to help make school-to-school, school-to-work, and work-to-work transitions.	A	Use the classified ads to identify job opportunities and check the phone book for placement services in the local area.	(See CD 9.1)	(See CD 9.4)
	9.7 Identify circumstances where job changes may require retraining and upgrading of employee skills.	A	Discuss life-long learning. (See CD 3.8)	(See CD 9.1) Arrange speaker from educational professional development area and from Vo-Tech.	(See CD 9.4)
CD 10 Develop effective human relations skills to enable positive and productive work relationships.	10.1 Demonstrate ways of responding to others when under stress in the workplace.	7,8	Role play stressful work situations, (e.g., an adult who just got a poor performance evaluation). Teacher provides constructive feed-back to the actors.	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	10.2 Demonstrate the ability to use peer and supervisor feedback to improve performance in the workplace.	A	Develop an improvement plan for activity in CD 10.1.	N/A	N/A
	10.3 Describe ways to meet personal needs through positive work relationships.	8	Describe Maslow's Hierarchy of Needs and have students identify ways in which these needs can be routinely met in the workplace.	N/A	N/A
	10.4 Demonstrate interpersonal skills required for maintaining productive work groups.	7,8	Do "On The Job Attitudes." (See App M28)	N/A	N/A
	10.5 Describe appropriate employer and employee interactions in various situations.	A	(See CD 10.4)	N/A	N/A
PERSONAL SOCIAL DEVELOPMENT PS 1.0 Develop personal responsibility for his or her own behavior.	1.1 Identify and understand school and classroom rules.	A	Sample Chart--School & Classroom rules. See district/school rules and code of conduct.	Students design a commercial: Classroom--School Rules.	Area Employees--Discussion on job site/ safety expectation--Guest Speakers.
	1.2 Understand the rewards and consequences associated with following or violating school or classroom rules.	A	Poster—Positive and negative consequences of violations. See district/school rules and codes of conduct.	View video of ISS and Honor's Events, compare and contrast. . Review school handbook and scholarship data.	Field Trip--Area companies and Unemployment office.
	1.3 Discriminate between acceptable and unacceptable behavior.	A	Discussion--Variables for acceptable/unacceptable behavior.	Role Play--positive/negative behaviors.	Collect company manuals examine contents and relate.
	1.4 Identify and understand his or her own attitudes and feelings about school and classroom rules.	A	Composition--"What do rules mean to me?" How well do I play the school game?	Career Guidance Catalog--Video on rules & guidelines.	Guest Speaker-- Dean of Students, Principal, or deputy.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	1.5 Understand and explain the reciprocal connection between his or her behavior and that of peers and authority figures.	A	Identify five behaviors resulting in reciprocal connections.	Have students develop a Crossword Puzzle--Behavior and consequences.	
	1.6 Understand social circumstances that contribute to behavior that violates acceptable social norms.	A	Identify five social variables influencing norms/rules.	Select 5 clubs/sports--demonstrate--norms/rules & social variables. Role Play	Video tape employer concerns in reference to employee behavior.
	1.7 Understand and describe aspects of his or her personal style that affect adherence to or violation of acceptable social norms.	A	How does lifestyle affect rule compliance--group discussion.	Research-- 5 lifestyles and connect with rule compliance. Discuss. Guest Speaker on work socialization.	Guest Speakers--Single parent, impact of family--children. Social worker.
PS 2.0 Develop a positive estimation of his or her qualities or traits.	2.1 Identify the various dimensions of self-concept.	A	Chart--Self concept variables, physical-personal-social.	Guest Speaker--Discuss importance of self concept to work performance.	N/A
	2.2 Identify physical, personal and social qualities of self.	A	Personal self esteem--Shield or crest poster.	N/A	N/A
	2.3 Describe characteristics of self that make one special and unique.	A	Discussion—uniqueness of the individual. Create paper streamers with unique individual qualities written on each.	Occupational Outlook Handbook--select job qualities.	N/A
	2.4 Explain how personal traits such as self-reliance, punctuality and citizenship are related to success in life.	7,8	Select 5 personality traits—connect each to a successful life and discuss. Autobiography—select 3 and connect personal traits & success.	Research—the lives and personality traits of successful inventors.	Attend an area Chamber of Commerce event.
	2.5 Accept and value one's own differences from others as positive.	A	Discuss individual differences as positive.	Poll--an entire class & cite one positive difference from each person. Guest speaker--Sports professional	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	2.6 Express positive feelings about oneself.	A	Create positive poem about self. Pair with a partner & recite and /or read the poem.	N/A	N/A
	2.7 Identify discrepancies between real self -- how I am -- and ideal self --how I would like to be.	A	Teacher lead discussion about real/ideal self and relate discrepancies. List group ideal/real self & discrepancies--Chart.	Guest Speaker--Sports professional--who was on a school team before becoming a professional Discuss training and goal setting.	N/A
	2.8 Describe the relationship between positive behaviors such as performance in physical, personal and social tasks and positive self-esteem.	A	Group discussion—Competence and self esteem. Select heroes/heroines from school library--written report.	Interview famous local people.	N/A
	2.9 Identify strengths and weaknesses in the physical, personal, and social areas of life	A	Chart—Strengths and weaknesses. Discuss chart in group.	(See PS 2.7)	N/A
	2.10 Identify and implement a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social areas of life.	7,8	Create a plan of action for self-improvement- and develop a self-contract. Implement contract & monitor for 4 weeks on a weekly basis.	N/A	N/A
PS 3.0 Master effective communication skills.	3.1 Demonstrate effective verbal and nonverbal attending skills such as eye contact, posture, verbal following.	A	List–verbal/nonverbal communication examples. Collect data on verbal/nonverbal communications in class–Chart.	Sample--TV, newspaper, advertising--what types of communication are utilized.	N/A
	3.2 Reflect and paraphrase the content of another's communication.	7,8	Discuss reflection & paraphrasing. Pair with another student & practice active reflection and paraphrasing.	Discuss communication accuracy with and within the business world.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.3 Demonstrate the difference between open and closed questions.	A	Explain differences between open and closed questions. Poster--open and closed communications.	N/A	N/A
	3.4 Demonstrate appropriate use of open and closed questions in an inter-personal interaction.	A	Seek Video from curriculum library--Discuss in detail. OR Role Play--open & closed questions.	Guest speaker from Personnel office--teaching for interviewing.	N/A
	3.5 Label and reflect accurately the feelings of another.	A	Define feelings. Draw--"Feeling Faces"	Guest speaker from Personnel office--dealing with feelings in the workplace.	N/A
	3.6 Demonstrate an attitude of respect and non-judgment toward the feelings and beliefs of others.	7,8	Define respect/non-judgment in relation to others. Complete sentence, "There is respect for others when . . ."	Guest speaker from Personnel office --respect & non-judgment at work.	N/A
	3.7 Demonstrate appropriate self-disclosure in an inter-personal interaction.	7,8	Define self disclosure in interpersonal interaction. Debate the pros/cons of self-disclosure	Guest speaker from Personnel office --limits of self-disclosure in the workplace.	N/A
	3.8 Confront and challenge an interpersonal interaction.	7,8	Define types of confrontation and challenge-interaction. Role play types of confrontation and challenge.	Identify 5 careers that routinely involve some aspect confrontation.	N/A
	3.9 Summarize the content and feelings of another in an interpersonal interaction.	7,8	Define summarizing an interpersonal interaction. Role play interaction and summarization.	Identify 5 careers in which others' feelings are assessed.	N/A
	3.10 Give and follow directions.	A	Define giving and following directions. Role play direction giving and following directions.	Identify 5 careers in which giving/taking directions is important.	N/A
PS 4.0 Master social and interpersonal skills.	4.1 Take turns, share, and cooperate in the service of accomplishing group goals.	A	Define cooperation & give examples. Cite cooperative behavior in school. (See App M35)	Identify 5 careers in which cooperation is emphasized.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.2 Express empathy and compassion for the feelings of others.	7,8	Define and compare empathy and compassion. Discuss empathy and compassion in school.	Identify 5 careers in which empathy and cooperation are emphasized.	N/A
	4..3 Explain the difference between assertive and aggressive interpersonal behavior.	7,8	Define and compare assertive and aggressive interpersonal behavior. Discuss assertiveness and aggressiveness in school.	Identify 5 careers in which assertiveness/ aggressiveness is used.	N/A
	4.4 Respond assertively, but non-aggressively, to negative and/or provocative responses from others.	7,8	Elaborate in detail, coping strategies in assertiveness for provocative situations. Video tape aggressive and assertive school behavior and how to cope with it.	Identify 5 careers in which appropriate coping strategies are used to eliminate aggressive behavior.	N/A
	4.5 Demonstrate effective stress management strategies when confronted with situations that produce tension, frustration, and anger.	A	Define stress management and specify techniques. Role play stress management techniques.	Identify 5 careers employ which especially require stress management techniques.	N/A
	4.6 Explain the meaning of fair play in social relationships.	7,8	Define fairness and ethical principles. Student Panel--"Fairness & cheating in school--How far do we go?"	Identify a guest speaker on ethics in the workplace.	N/A
	4.7 Maintain his or her autonomy and personal integrity while participating in group activities and games.	7,8	Define Peer pressure awareness and resistance activities. Role play peer pressure & review resources (people) who can assist students.	Identify 5 careers that use techniques to encourage positive/negative peer pressure.	N/A
	4.8 Explain the ethical principles that under-lie and guide personal and social behavior.	7,8	Define fairness and ethical principles. Student Panel--"Fairness & cheating in school--How far do we go?"	Identify a guest speaker on ethics in the workplace.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.9 Function effectively as a social-group member.	7,8	List social member principles. Cut out magazine clips that depict social group harmony.	Provide examples of social members in community.	N/A
	4.10 Function effectively as a work-group member.	A	List work related member principles. Cut out magazine clips of both social work related members.	Provide examples of social members in community.	N/A
PS 5.0 Develop constructive strategies and skills for managing personal and social conflict.	5.1 Recognize the existence of problems in everyday life.	A	Discuss typical everyday problems. Have a TV talk show in class.	Have EAP representative discuss relationship of everyday problems to workplace performance.	N/A
	5.2 Explain the relationship between personal expectations and interpersonal conflict.	7,8	Survey students--what are their major personal expectations and how they have contributed to interpersonal conflict.	Explore how businesses cope with expectations and internal conflict?	N/A
	5.3 Identify sources of conflict in interpersonal situations.	A	List 3 sources of conflict. Video conflict mediation.	Role of mediators in personnel office.	N/A
	5.4 Describe the connection between frustration and aggression in interpersonal conflict.	A	Give 3 examples of ways in which frustration and aggression are interrelated. Review persons in history who acted aggressively.	Examine the role of Police in helping society control aggressive behavior.	N/A
	5.5 Demonstrate impulse control during interpersonal conflict.	A	Describe ways of controlling one's impulses. Poll students—what works best for you?	Explore role of helping professionals in teaching individuals how to manage their behavior.	N/A
	5.6 Discriminate between problems that belong to oneself and problems that belong to others.	7,8	Discuss personal boundaries between oneself and others. Scale problems with ego blocks.	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	5.7 Demonstrate the ability to apply a problem solving strategy in resolving inter-personal problems	A	Identify at three problem solving strategies. Apply strategies to situations in everyday living.	Invite EAP speaker on problem solving.	N/A
	5.8 Identify opportunities for negotiation and compromise in personal conflicts.	7,8	Cite 3 conflicts & opportunities to negotiate each of them. Set up various conflicts and practice conflict resolution in class.	Identify careers involving conflict resolution (e.g., judge, mediator, arbitrator).	Attend court session.
	5.9 Apply a mediation strategy to help resolve conflicts between others.	A	(See PS 5.8)	(See PS 5.8)	(See PS 5.8)
PS 6.0 Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.	6.1 Identify the customs and expectations of his or her culture and the cultures of others.	8	Identify customs of Anglo-African & American Indian cultures. Participate in Cultural Awareness month events highlighting own culture.	(See 5.9) Invite career diplomat or international business person to speak about the need for cultural sensitivity.	N/A
	6.2 Identify differences between self and others based on gender, disability, religion, and culture.	8	Discuss the historical difficulties people of different genders, abilities/disabilities, religions and cultures have faced. Set up a poster with items reflecting one's self in contrast with another student based on gender, abilities/disabilities, religion and culture.	Bring in speaker to describe Equal Opportunity Employment Laws.	N/A
	6.3 Express pride in his or her family and cultural traditions.	A	Write a composition on family that expresses pride in some aspect of family and makes it special. Share with the group.	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	6.4 Demonstrate respect for the customs, expectations, and traditions of individuals with different backgrounds.	A	Exchange positive information of another culture. Share a changed perception of another culture.	N/A	N/A
	6.5 Explain how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships.	A	Relate list of personal strengths to aspects of culture and heritage.	N/A	N/A
	6.6 Relate effectively to others based on differences in ethnic, cultural, religious, and other group membership.	A	Listen & react constructively to information about another group.	Elaborate on the role of ambassadors to the United Nations Organization.	N/A
	6.7 Discuss how individual and cultural differences among people can contribute to the enrichment of the whole group.	A	List contributions of others & how all benefit. Cut out pieces of multicolored paper and create a house.	List contributions from international cooperation to the economies of various countries.	N/A
	6.8 Demonstrate an awareness of his or her own biases, prejudices, and stereotypes regarding gender, ethnic, cultural, and religious differences as well as individual differences.	A	Write one new concept of another group's background. Cut out jagged pieces of paper & write one misconception and put it in a pile.	Identify incidents in history when misconceptions caused business/employment declines.	N/A
	6.9 Evaluate the effects of his or her own biases, prejudices, and stereotypes on self and on relationships with others.	7/8	Write on effect of a misconception upon oneself and others. Share an instance when a misconception caused problems in school/community.	Discuss bias and its effect on business--L.A. riots, urban flight, etc.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	6.10 Describe conflicts resulting from gender and culture-related beliefs and biases.	A	(See PS 6.9)	(See PS 6.9)	N/A
	6.11 Analyze and evaluate his or her own comfort in associating with individuals from different cultures and ethnic backgrounds.	7,8	Given a list of cultural and ethnic differences, rank in terms of degrees of difference from one's own culture and personal comfort in interaction.	Interview a businessman or businesswomen who deals with customers in a multi cultural setting.	N/A
	6.12 Evaluate how prejudicial actions that one has observed are hurtful to others.	A	(See PS 6.9)	(See PS 6.9)	N/A
PS 7.0 Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.	7.1 Identify personal and interpersonal problems in his or her own life.	A	List three personal difficulties typical of middle school students. Videos about adolescents and their problems.	Visit Counseling Center staff and conduct a panel discussion about how counselors help adolescents.	N/A
	7.2 Demonstrate sensitivity to verbal and nonverbal cues in perceiving problems in a social situation.	A	List verbal/nonverbal communications cues in social situations. Role play - have audience collect cues data and meaning.	Police officer role-- discuss communication cues when conducting investigations.	N/A
	7.3 Perceive and correctly interpret the actions and needs of other people.	A	(See PS 7.2)	(See PS 7.2)	N/A
	7.4 Develop a series of alternate courses of action in response to an identified problem.	A	List various response options to an identified problem. Video on problem solving.	Role of scientists in solving medical problems/mysteries.	N/A
	7.5 Identify the consequences associated with alternative courses of action considered in response to an identified problem.	7,8	(See PS 7.4)	(See PS 7.4)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	7.6 Provide a rationale for a chosen course of action as most appropriate when compared to alternate courses of action.	A	Use balance sheet to evaluate alternatives generated in PS 7.4. Identify school situations in which balance sheet method of making choices can be used.	N/A	N/A
	7.7 Select an effective course of action from two or more alternatives in response to an identified problem.	A	(See PS 7.6)	N/A	N/A
	7.8 Evaluate the effectiveness of a selected course of action in response to an identified problems.	A	(See PS 7.6)	N/A	N/A
PS 8.0 Develop healthy lives and communities	8.1 Know and discuss common health problems in society.	A	List common occupational health problems & discuss in class. Create a health awareness bulletin board.	N/A	N/A
	8.2 Recognize positive effects of living a healthy life to self and society.	A	List and discuss healthy lifestyles and habits. Students sign a pledge to engage in one healthy habit as previously discussed in class.	N/A	N/A
	8.3 Know and demonstrate how exercise, nutrition, positive attitudes, and personal living habits can affect one's life and community.	A	(See PS 8.2)	Invite speaker from hospital wellness center.	N/A
	8.4 Recognize high-risk behaviors and pressures that contribute to unhealthy social activities.	A	List and discuss—high risk behaviors.	Students create a resource guide to assist others with unhealthy habits in their lives. Guest Speaker - Emergency room personnel.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	8.5 Indicate a knowledge of the value of wellness and prevention strategies related to the threats against health.	A	(See PS 8.4)	(See PS 8.4)	N/A
	8.6 Cite and describe the long-range consequences of abusive behaviors.	A	List & discuss unhealthy lifestyle habits in students and the general population. Survey students-- "What is the biggest threat to your health and well-being?"	Guest Speaker - from substance abuse treatment program.	N/A
	8.7 Know available school and community resources that promote health and help those in need of assistance.	7,8	List various persons and other community resources. Create a flyer to distribute in the school of resources for students.	Role of school student services personnel in assisting students to access community resources.	N/A
	8.8 Give examples of prevention strategies related to the problems of abuse and potential harm.	7,8	Generate list of prevention strategies for abuse and harm. Discuss in class.	(See PS 8.6)	N/A
COMMUNITY INVOLVEMENT CI 1.0 Appreciate the role of community workers and helpers.	1.1 Give examples of the roles and functions of community leaders and workers.	8	Lesson on community-- definition, examples, components—How do agencies operate? Slide presentation about the local community.	Community fair booths presenting local organizations, events, United Way, mental health association. (See App M44)	Students create an in-school speaker's bureau. (solicit club, class, team activities, academic leaders, volunteers to register school & community events.) (See App M47)
	1.2 Demonstrate an appreciation for community leaders, service providers, and volunteer helpers.	7,8	School presentations by invited community leaders who describe their role in the community.	Student assignments: contact speakers to form cooperative school/community efforts for shadowing. (See App M47)	Students organize and run an all-school volunteer project (could be by class-room, grade level, subcommittees) for a fair. (fund-raiser, rummage sale, club garden or books)

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
CI 2.0 Develop a sense of community pride.	2.1 Develop a sense of community pride.	A	Video & lesson on local community history -- what has caused or helped it to grow.	Students attend a community function (i.e. fun run, fair, fund raiser) as school representatives assigned to work with specific volunteers or volunteer groups.	Students are assigned/volunteer to do specific jobs in school bldg. (clean up/pick up, school guides for incomingbbx student groups, library/cafeteria aides)
	2.2 Give examples of achievements by community members that foster pride.	A	Community Hall of Fame organized and maintained by school. Post school awards.	Announce at school when students, families, staff and community are recognized.	N/A
	2.3 Describe the positive strengths of a community.	A	History lesson on one of the community's well-known leaders who are locally important (i.e. Collier, Hendry, Flagler, present mayor or judge).	Students will visit organizations that speakers represent.	Students use knowledge (organization they've learned about and visited) to run a campaign for an in-school cause.
	2.4 Trace the history and development of his or her community.	A	(See CI 8.4)	(See CI 8.4)	(See CI 8.4)
CI 3.0 Develop and participate in community volunteer service projects.	3.1 Describe the value and benefit of volunteering for community service.	A	Lesson with slide presentation on what is a volunteer and what volunteers do. Identify local community volunteers. (See App 44)	Invite community volunteers and leaders to participate in classroom which could lead to cooperative school and community projects (presenters, sponsors, and/or school partners).	(See CI 8.4) Each classroom or grade level could run a contest for volunteer or volunteer committee of the month.
	3.2 Identify community needs and interests.	8	Students are assisted in developing and implementing a community/volunteer needs assessment/survey to identify projects.	Student on-site visits to locations needing or requesting school volunteer help/projects.	Student teams plan and orchestrate their volunteer projects. . . end of year report, assembly, awards.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.3 Know and identify ways in which young people can help make their neighborhoods, schools, and communities a better place to live and work.	A	School essay contest proposing ways for young people to improve their local community or neighborhood.	Local community leaders could orchestrate or judge essays and work with students to develop winning project proposals.	Implement winning project proposal.
	3.4 View and describe self as a valuable contributor to safe, friendly, and productive communities.	A	(See CI 3.3)	(See CI 3.3)	(See CI 3.3)
	3.5 Participate in voluntary community service projects that involve an application of knowledge and skills learned in school.	A	(See CI 3.2)	(See CI 3.2.)	(See CI 3.2.)
	3.6 Describe and discuss the value the satisfaction of helping others through community service projects.	A	Classroom guidance lesson on values-value of helping others.	Students prepare short skit about volunteering in community service. Present skits for assemblies, volunteer organizations, or Chamber of Commerce.	Students work as reporters, interviewers, photographers, etc. to compile a publication about the effects of volunteering in the community. Articles could be published in school or local newspaper.
CI 4.0 Understand and enhance the community.	4.1 Demonstrate positive attitudes toward community.	8	Make a Video of the school neighborhood to identify school/community need projects. (Links with CI 3.2)	(See CI 3.2)	(See CI 3.2)
	4.2 Visualize and describe self as a responsible and productive community member.	A	(See CI 3.2)	(See CI 3.2)	(See CI 3.2)

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.3 Take a part in activities that build a sense of pride in his or her community.	7,8	Lesson and video or appropriate movie at the local theater about citizenship, being a good citizen (voting). (See App M50) Visit a courtroom setting, city council, voters' registration office, school board meeting.	Community volunteers are invited to school to help set up a mock voting poll setting. Students visit voting poll site (if timely) courtroom, legal defenders office, etc. to learn about rights and responsibilities of a good citizen.	Students set up and run a mock voting poll (could be school based or based on current campaign). Students can be campaign candidates, managers, pollsters, ballot makers, counters, decorators flyer writer, badge makers, etc.
	4.4 Form a positive working and learning relationship with respected and productive citizens in the community.	A	(See CI 4.3)	(See CI 4.3)	(See CI 4.3)
	4.5 Know and identify concepts and skills related to good citizenship.	7,8	Lesson on identified community leaders, their organizations, projects, what services they've helped to provide. Presentation from a local leader or their family member. (See CI 1.0)	Students are assigned or are able to select community leaders to shadow learning what and how they do their jobs. (See CI 1.0)	Students by classroom or grade level identify and/or design school leadership roles and - report to class about what they've learned. Leader-of-the month could be a voted-on honor and publicized.
	4.6 Know resources available in the community that support personal and social well-being.	7,8	Visit to local library where students learn of resources, history, research possibilities as well as able to relate to community leaders. (See CI 1.0/2.0)	Students could link with library to provide books (collecting, donating, fund raising) and or provide information for volunteer project sites with library personnel (bookmobile, books to the homebound, hospitals) reading to the blind, etc. (See App M48 & M49) (See CI 3.5)	N/A

Exceptional Student Education Overview
Middle School

This Exceptional Student Education guide is an addendum to the Southwest Florida School-to-Careers Consortium Comprehensive Student Development Curriculum. No one set of modifications is applicable to the special needs of all learners. The ESE population represents perhaps the most diverse within our schools, so the modifications suggested represent tangible assistance for many students. Some students have needs for changes to the learning situation, others for changes in the learning environment, others for self-management strategies, and still others for physical changes in activities. While some special education students are integrated into classes with all other students, some special education students are engaged in classes that only contain other special education students. However, regardless of learning needs, accommodations required, or classroom setting, all special education students are to be served by comprehensive student development. Student development (academic, career, and personal/social development) is one of many areas in which ESE students are guaranteed access by law.

Our daily responsibility to these students is to make the often simple modifications, accommodations, and adaptations of the exercises contained in the curriculum. When planning to implement this curriculum, the primary emphasis should be on individual learning needs. Thus, whenever planning a lesson, an activity, an off-campus visit, or working with families to develop short and long-range plans to meet students' needs, all counselors and teachers must account for meeting all students' needs. Classroom guests (counselors presenting periodic lessons or outside speakers) should talk to teachers in advance to identify any special considerations. Special educators, who recognize and meet their students' individual needs on a daily basis, may be a good source for many supplementary activities and adaptations.

All student learning needs and curriculum adaptations are specified in an annually prepared Individualized Educational Plan (IEP). The IEP all specifies the degree to which students participate in least restrictive environments, an educational practice called "inclusion". Inclusion means helping students with learning disabilities and other handicapping conditions to work and learn in the least restrictive environment they can manage with reasonable accommodations. This is frequently a regular classroom setting which affords the opportunity to become as independent as possible while gaining social skills and exposure to the widest range of goals and possibilities. All students in the class will benefit through the opportunity to become familiar and accepting of a more diverse range of individuals.

Ultimately, the goal of all children and their families is academic achievement at the student's highest capability that leads to eventual independent adult life. For all students the relationship between education and the world of work is critical, for ESE students that explicit relationship is also critical. The successive career activities involved in awareness, development, and implementation of careers allows ESE students and their families time to explore and plan lives in which the impact of handicapping conditions can be minimized. Career development activities can help identify careers that are available and plan ways to overcome any barriers to success.

Parents are partners in their children's successes at school and in life. For the ESE student, ongoing involvement and partnership with the family is just as essential as for any other student. Reaching out to families with newsletters, home visits, cable television, and other new technologies keeps parents and teachers informed of mutual concerns involving students who may need additional support to prepare for a career. Educating parents that their students should be receiving career development curriculum and services, and the potential impact of those services and curriculum is an important part of that role. Other aspects may include coordinating with families concerning supportive home activities as well as helping families access supportive community agencies and programs.

The adaptations suggested in this guide are a sample of the kinds of changes, accommodations, or adaptations that may be required by many students of many activities. Not every activity requiring changes was selected an example. AS well, many activities are suggested specifically for ESE populations that do not appear in the comprehensive student development curriculum. It is up to the educator to insure that selected activities are planned carefully to serve the needs of the intended population.

Working with ESE Students in the Regular Classroom

1. Reduce the amount of work and concentrate on the correctness of work done.

2. When the student does a task well, let him be responsible for helping others with it.

3. Teach the same subject, but also present it through concrete experiences and visual media.

3. Teach tasks as much as possible through functional activities such as shopping, making change, reading the newspaper, playing games, etc.

4. Reduce distractions by: having only one task at a time, using worksheets with

lots of space, providing a quiet work area, giving simple directions or questions.

5. When homework is given, it is best to give work the student can already do with which he needs more reinforcement.

6. Pair up the mainstreamed student with another student that has leadership, compassion, and patience capabilities.

8. Move the student to a closer position for teacher supervision.

9. Move distracting or disturbing students/materials.

10. Allow the student to use any necessary crutch to learn; it will be discarded when no longer needed.

11. Individualize instruction where needed.

12. Set fair and clearly defined limits for classroom behavior and academic expectations. Follow through with consistency.

13. Make a definite effort to see that each student has some sort of success each day.

14. Allow for open communication between yourself and the ESE student.

15. Actively control variables which make learning occur, such as directing attention, arranging tasks, prompting responses, differentially reinforcing behavior.

16. Be flexible with output; have students write, talk aloud.

17. Provide directions which are simple, specific, and consider the clarity, speed, complexity, and channel of delivery: check for comprehension: have student repeat and/or paraphrase.

18. Encourage homework as promoting academic progress, not as a punishment for poor achievement.

19. Use a variety of assessment techniques: written, oral, demonstration.

20. Be flexible and ready for change!

The following information was adapted from briefing papers and fact sheets available on **http://www.nichcy.org/disabinf.htm.** This web site provides a wealth of information concerning different disabling conditions, their characteristics and incidence as well as educational implications and a wonderful list of resources in each category. You are strongly encouraged to visit this site for more information about these and other important topics

Attention-Deficit/Hyperactivity Disorder (AD/HD) is a neurobiological disorder. Typically children with AD/HD have developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. These characteristics arise in early childhood, typically before age 7, are chronic, and last at least 6 months. Children with AD/HD may also experience problems in the areas of social skills and self esteem.

Many children with AD/HD experience great difficulty in school, where attention and impulse and motor control is virtual requirements for success. Children with AD/HD tend to overreact to changes in their environment. Whether at home or in school, children with AD/HD respond best in a structured, predictable environment. Here, rules and expectations are clear and consistent, and consequences are set forth ahead of time and delivered immediately. By establishing structure and routines, parents and teachers can cultivate an environment that encourages the child to control his or her behavior and succeed at learning.

Adaptations which might be helpful (but will not cure AD/HD) include:
-- posting daily schedules and assignments
-- calling attention to schedule changes
-- setting specific times for specific tasks
-- designing a quiet work space for use upon request
-- providing regularly scheduled and frequent breaks
-- using computerized learning activities
-- teaching organization and study skills
-- supplementing verbal instructions with visual instructions
-- modifying test delivery.

Autism and Pervasive Developmental Disorder NOS (not otherwise specified) are developmental disabilities that share many of the same characteristics. Usually evident by age three, autism and PDD-NOS are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Early diagnosis and appropriate educational programs are very important to children with autism or PDD. Educational programs for students with autism or PDD focus on improving communication, social, academic, behavioral, and daily living skills. Behavior and communication problems that interfere.with learning sometimes require the assistance of a knowledgeable professional in the autism field who develops and helps to implement a plan which can be carried out at home and school.

The classroom environment should be structured so that the program is consistent and predictable. Students with autism or PDD learn better and are less confused when information is presented visually as well as verbally. To overcome frequent problems in generalizing skills learned at school, it is very important to develop programs with parents, so that learning activities, experiences, and approaches can be carried over into the home and community. With educational programs designed to meet a student's individual needs and specialized adult support services in employment and living arrangements, children and adults with autism or PDD can live and work in the community.

Cerebral palsy is a condition caused by damage to the brain, usually occurring before, during or shortly following birth. "Cerebral" refers to the brain and "palsy" to a disorder of movement or posture. It is neither progressive nor communicable. It is also not "curable" in the accepted sense, although education, therapy and applied technology can help persons with cerebral palsy lead productive lives. It is not a disease and should never be referred to as such. It can range from mild to severe.

Early identification of cerebral palsy can lessen developmental problems and lead to appropriate intervention when it helps the most. Activities for children with cerebral palsy may include:
-- speech and language therapy;
-- occupational therapy;
-- physical therapy;
-- medical intervention;
-- family support services;
-- early education; and
-- assistive technology.

As a child gets older and begins formal schooling, the intensity of services will vary from individual to individual. Persons with cerebral palsy are usually able to attain a substantial degree of independence but, in some cases, may need considerable assistance. People extensively affected by cerebral palsy can still be highly functional and independent. The HEATH Resource Center, the clearinghouse on postsecondary education for individuals with disabilities, states that a significant number of students with cerebral palsy are enrolled in colleges and universities. Advanced technology, including computers and engineering devices, has been applied to the needs of persons with cerebral palsy. Technological innovations have been developed in the areas of speech and communication, self-care, and adapting living arrangements and work sites.

Another important development has been the increased ability of persons with disabilities, including those who have cerebral palsy and other severe disabilities, to live independently in the community. Adults with cerebral palsy are now living, with or without assistance, in their own apartments or townhouses. Independent Living Centers have also proven to be important resources for persons with disabilities.

Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance." Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."
Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech.

Hearing loss or deafness does not affect a person's intellectual capacity or ability to learn. However, children who are either hard of hearing or deaf generally require some form of special education services in order to receive an adequate education.

Children who are hard of hearing will find it much more difficult than children who have normal hearing to learn vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication. Since the great majority of deaf children (over 90%) are born to hearing parents, programs should provide instruction for parents on implications of deafness within the family.

Down syndrome is the most common and readily identifiable chromosomal condition associated with mental retardation. It is caused by a chromosomal abnormality: for some unexplained reason, an accident in cell development results in 47 instead of the usual 46 chromosomes.

Shortly after a diagnoses of Down syndrome is confirmed, parents should be encouraged to enroll their child in an infant development/early intervention program. These programs offer parents special instruction in teaching their child language, cognitive, self-help, and social skills, and specific exercises for gross and fine motor development. Research has shown that stimulation during early developmental stages improves the child's chances of developing to his or her fullest potential. Continuing education, positive public attitudes, and a stimulating home environment have also been found to promote the child's overall development.

Just as in the normal population, there is a wide variation in mental abilities, behavior, and developmental progress in individuals with Down syndrome. Their level of retardation may range from mild to severe, with the majority functioning in the mild to moderate range. Due to these individual differences, it is impossible to predict future achievements of children with Down syndrome. Because of the range of ability in children with Down syndrome it is important for families and all members of the school's education team to place few limitations on potential capabilities. It may be effective to emphasize concrete concepts rather than abstract ideas. Teaching tasks in a step-by-step manner with frequent reinforcement and consistent feedback has been proven successful. Improved public acceptance of persons with disabilities along with increased opportunities for adults with disabilities to live and work independently in the community, have expanded goals for individuals with Down syndrome. Independent Living Centers, group shared and supervised apartments and support services in the community have proven to be important resources for persons with disabilities.

Many terms are used to describe emotional, behavioral or mental disorders. Currently, students with such disorders are categorized as having a serious emotional disturbance, which is defined under the Individuals with Disabilities Education Act as follows:

> "...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance--

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
(C) Inappropriate types of behavior or feelings under normal circumstances;
(D) A general pervasive mood of unhappiness or depression; or
(E) A tendency to develop physical symptoms or fears associated with personal or school problems." (Code of Federal Regulations, Title 34, Section 300.7(b)(9))

The educational programs for students with a serious emotional disturbance need to include attention to mastering academics, developing social skills, and increasing self-awareness, self-esteem, and self-control. *Career education (both academic and vocational programs) is also a major part of secondary education* and should be a part of every adolescent's transition plan in his or her Individualized Education Program (IEP).

Behavior modification is one of the most widely used approaches to helping children with a serious emotional disturbance. However, there are many other techniques that are also successful and may be used in combination with behavior modification. Life Space Intervention and Conflict Resolution are two such techniques.

The regulations for Public Law (P.L.) 101-476, the Individuals with Disabilities Education Act (IDEA), define a learning disability as a "disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations."

Parents and teachers need to concentrate on the individual child. They need to observe both how and how well the child performs, to assess strengths and weaknesses, and develop ways to help each child learn. It is important to remember that there is a high degree of interrelationship and overlapping among the areas of learning. Therefore, children with learning disabilities may exhibit a combination of characteristics.

Because learning disabilities are manifested in a variety of behavior patterns, the Individual Education Program (IEP) must be designed carefully. A team approach is important for educating the child with a learning disability, beginning with the assessment process and continuing through the development of the IEP. Close collaboration among special class teachers, parents, resource room teachers, regular class teachers, and others will facilitate the overall development of a child with learning disabilities.

Some teachers report that the following strategies have been effective with some students who have learning disabilities:
-- Capitalize on the student's strengths;
-- Provide high structure and clear expectations;
-- Use short sentences and a simple vocabulary;
-- Provide opportunities for success in a supportive atmosphere to help build self-esteem;
-- Allow flexibility in classroom procedures (e.g., allowing the use of tape recorders for note-taking and test-taking when students have trouble with written language);
-- Make use of self-correcting materials, which provide immediate feedback without embarrassment;
-- Use computers for drill and practice and teaching word processing;
-- Provide positive reinforcement of appropriate social skills at school and home; and
-- Recognize that students with learning disabilities can greatly benefit from the gift of time to grow and mature.

People with mental retardation are those who develop at a below average rate and experience difficulty in learning and social adjustment. The regulations for the Individuals with Disabilities Education Act (IDEA) provide the following technical definition for mental retardation:

> "Mental retardation means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and

manifested during the developmental period, that adversely affects a child's educational performance."

"General intellectual functioning" is typically measured by an intelligence test. Persons with mental retardation usually score 70 or below on such tests. "Adaptive behavior" refers to a person's adjustment to everyday life. Difficulties may occur in learning, communication, social, academic, vocational, and independent living skills. They do learn, but slowly, and with difficulty.

Persons with mental retardation have the capacity to learn, to develop, and to grow. The great majority of these citizens can become productive and full participants in society.

As with all education, modifying instruction to meet individual needs is the starting point for successful learning. Throughout their child's education, parents should be an integral part of the planning and teaching team.

In teaching persons with mental retardation, it is important to:

- Use concrete materials that are interesting, age-appropriate, and relevant to the students;
- Present information and instructions in small, sequential steps and review each step frequently;
- Provide prompt and consistent feedback;
- Teach these children, whenever possible, in the same school they would attend if they did not have mental retardation;
- Teach tasks or skills that students will use frequently in such a way that students can apply the tasks or skills in settings outside of school; and
- Remember that tasks that many people learn without instruction may need to be structured, or broken down into small steps or segments, with each step being carefully taught.

Children and adults with mental retardation need the same basic services that all people need for normal development. These include education, vocational preparation, health services, recreational opportunities, and many more. In addition, many persons with mental retardation need specialized services for special needs.

People with severe disabilities are those who traditionally have been labeled as having severe to profound mental retardation. These people require ongoing, extensive support in more than one major life activity in order to participate in integrated community settings and enjoy the quality of life available to people with fewer or no disabilities. They frequently have additional disabilities, including movement difficulties, sensory losses, and behavior problems.

Early intervention programs, preschool and educational programs with the appropriate support services are important to children with severe disabilities. In order to effectively address the considerable needs of individuals with severe and/or multiple disabilities, educational programs need to incorporate a variety of components, including language development, social skill development, functional skill development (i.e., self-help skills), and vocational skill development

Classroom arrangements must take into consideration students' needs for medications, special diets, or special equipment. Adaptive aids and equipment enable students to increase their range of functioning. The use of computers, augmentative/alternative communication systems, communication boards, head sticks, and adaptive switches are some of the technological advances that enable students with severe disabilities to participate more fully in integrated settings.

Community-based instruction is also an important characteristic of educational programming, particularly as students grow older and where increasing time is spent in the community. School to work transition planning and working toward job placement in integrated, competitive settings are important to a student's success and the long-range quality of his or her life. In light of the current Vocational Rehabilitation Act and the practice of supported employment, schools are now using school-to-work transition planning and working toward job placement in integrated, competitive settings rather than sheltered employment and day activity centers.

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding.

The speech-language pathologist may assist vocational teachers and counselors in
establishing communication goals related to the work experiences of students and suggest strategies that are effective for the important transition from school to employment and adult life. Communication has many components. All serve to increase the way people learn about the world

around them, utilize knowledge and skills, and interact with colleagues, family and friends.

Traumatic Brain Injury (TBI) is defined within the IDEA as an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

Despite its high incidence, many medical and education professionals are unaware of the consequences of childhood head injury. Students with TBI are too often inappropriately classified as having learning disabilities, emotional disturbance, or mental retardation. As a result, the needed educational and related services may not be provided within the special education program. The designation of TBI as a separate category of disability signals that schools should provide children and youth with access to and funding for neuropsychological, speech and language, educational, and other evaluations necessary to provide the information needed for the development of an appropriate individualized educational program (IEP).

Careful planning for school re-entry (including establishing linkages between the trauma center/rehabilitation hospital and the special education team at the school) is extremely important in meeting the needs of the child. It will be important to determine whether the child needs to relearn material previously known. Supervision may be needed (i.e. between the classroom and restroom) as the child may have difficulty with orientation. Teachers should also be aware that, because the child's short-term memory may be impaired, what appears to have been learned may be forgotten later in the day. To work constructively with students with TBI, educators may need to:

-- Provide repetition and consistency;
-- Demonstrate new tasks, state instructions, and provide examples to illustrate ideas and concepts;
-- Avoid figurative language;
-- Reinforce lengthening periods of attention to appropriate tasks;
-- Probe skill acquisition frequently and provide repeated practice;
-- Teach compensatory strategies for increasing memory;
-- Be prepared for students' reduced stamina and increased fatigue and provide rest breaks as needed; and
-- Keep the environment as distraction-free as possible.

Initially, it may be important for teachers to gauge whether the child can follow one-step instructions well before challenging the child with a sequence of two or more directions. Often attention is focused on the child's disabilities after the injury, which reduces self-esteem; therefore, it is important to build opportunities for success and to maximize the child's strengths.

Middle School

The Student Development Curriculum matrix identifies activities supporting the four domains: Academic Achievement, Career Development, Social/Personal Development and Community Involvement. ESE students are expected to successfully develop their individual abilities in all four domains. Since students often have several classes in middle school and may have several teachers and counselors who infuse student development activities, all must be aware of individual student needs, accommodations, and adaptations necessary.

In middle school, academic achievement skills are refined and continue to develop to meet the challenges of a new school organization and structure. Career awareness continues to career and self-exploration. Social/Personal development includes skills to manage increasingly complex relationships. Community involvement expands beyond the school.

Specific accommodations may be required to help students who engage in career inventories, self-awareness activities, computerized career exploration activities, or competency testing. Counselors and teachers may seek parallel forms of tests or instruments based on lower reading levels or which break tasks into smaller groups to accommodate the needs of students who have trouble maintaining focus for long periods of time.

Suggested Modifications for Activities In Middle School Appendices

M1 Appropriate to deliver verbally and discuss for low and nonreaders. Also consider abbreviated version.

M2,5 Specific examples need to be tailored to population.

M3,16 Lower levels might need to work closely under teacher guidance.
34,38,50 Role play.

M4 Might not be appropriate for nonreaders or lower functioning students, however, could be simplified and administered verbally.

M6 First Activity: Though some students may need teacher prompting, this activity should be able to be delivered in written form.
Communication Skills: Checklist needs to be simplified and/or presented verbally.

M7,9, May need to do verbally and/or simplify. May need to rewrite,
19,24 shorten, reword or customize.

M8 Listening Skills: Might be too awkward or complex to accomplish with lower function students. Listening Quiz: For lower students, present as a class discussion. Brainstorm "What is a good listener?" Make a list of characteristics.

M10 May need to limit or eliminate written portion.

M11 May be done as a class activity. May need to rewrite, shorten or customize.

M12, 18 May need to administer verbally or consider Reading Free Interest Inventory replacements.

M13 May need to simplify and do verbally. Need to be tailored to Middle School. Pictures from magazines could replace written goals.

M14 This activity might be abbreviated and/or done verbally.

M20 Identifying Your Leisure Time: Simplification with larger time slots. Other activities could be done verbally in a simplified format.

M21 Reading level may affect delivery.

M23 Could work as a whole class project with specific clusters assigned to individuals or small groups.

M25 Scoring might be facilitated in group or as class project.

M26 Teacher may provide simplified research materials. Concepts could be presented verbally.

M27, 35 Could be teacher guided all class or small group activity.

M28 Try minimizing or eliminating writing.

M29 May need to modify, simplify, or perhaps do orally.

M30 Would lend itself to small group or all class discussion with role playing. Teacher may need to deliver verbally.

M31 Poster sized shield would support all class or small group activity, utilizing pictures from magazines. Teacher could present each section separately.

M33 Teacher may need to put undefined examples of faces on board.

M36 Magazine cut outs could replace writing. Could be done as an all-class activity.

M37 May need to introduce separately enhancing each concept.

M39 Pages of My Life: Close teacher guidance and simplification might be required. I Have a Dream: This activity could be accomplished with drawing or magazine cut outs.

M41 Stand Up and Speak Out: This concept could be presented verbally and reinforced with role playing and repetition. See Yourself: May need to present as an all class activity with discussion.

M42 Keeping in Balance: Lower level readers could succeed with all class activities and/or utilizing magazine cut outs and pictures. Do It Today: Could be written with "key" words. May need to be completed with direct teacher guidance. Prioritizing Activities: May need to simplify.

M44,45 Speakers and videos should be selected with given ESE populations interest and readiness levels taken into consideration.

M47 This activity works as an excellent bridge linking school with the community, leading toward regularly scheduled community experience. Some special needs students will need a higher ratio of adult supervision.

M48 Mentor Section. This might work well with higher functioning special needs students.

M49 Significant adjustments or elimination all together of this section might best serve the nonreading student. This also might work as a remediation program encouraging overall reading improvement.

Helpful Web Sites For Exceptional Student Education

General, for All Categories	http://cec.sped.org/home/htm http://nichy.org http://disability.com/links/cool.shtml http://ed/gov/offices/OSERS/IDEA http://fndfl.org/brochure.html
Learning Disabilities	http://wwwldonline.com http://www.ldmatl.org http://www.ncld.org
Attention Deficit Hyperactivity Disorder	http://www.chaad.com http://www.add.org http://add-adhd.org
Emotional/Behavioral	http://mentalhealth.org/INDEX.htm http://www.aacap.org

Mental Retardation	http://thearc.org/welcome.html http://specialolympics.org http://aamr.org
Communication/Speech & Language	http://www.asha.org http://www.boystown.org
Gifted	http://www.prufrock.com http://www.eskimo.com/~user/kids.html
Severe and Multiple Disabilities	http://www.tash.org http://www.asbah.demon.co.uk
Autism	http://www.syr.edu/~jmwobus/autism/≠libraries http://www.autism.org/contents.html/≠subgroup http://www.udel.edu/bkirby/asperger/index.html
Other Health Impairments	http://www.cancerkids.org/ http://www.jdfcure.com/cdk001.htm
(Juvenile Diab.)	http://www.epinet.org.au/ (Epilepsy)
Physical Disabilities	http://www.sbaa.org (Spina Bifida)
Traumatic Brain Injury	http://www.brainindex.com/tbl.html http://www.neuroskills.com/~cns/tbi/hdi/gb.html
Hearing Loss	http://www.deafworldweb.org http://www.agbell.org http://www.nad.org http://www.gallaudet.cdu:80/-nicd
Vision Loss	http://www.afb.org/afb/ http://www.az.com/~dday/blindkids.htmlHe

Why Assessment in Student Development?

Curriculum assessment gets to the heart of the matter in education today; can counselors or any educators demonstrate their worth to the education process and to meeting standards? Accountability is critical as districts and buildings are increasingly free to select staffing patterns that best meet student learning needs. Those who cannot demonstrate their effectiveness in terms of student learning and outcomes will be increasingly vulnerable. Assessment is required of any continuous quality improvement process. If our goal is truly student development, we have to be ready to examine our methods and assumptions in helping students achieve their goals.

Current trends in education see a movement toward increased accountability for curriculum delivery and effectiveness. In student development curriculum areas, such assessment is not often as simple as standardized testing nor are skills as discrete as those are in English or math. However, accountability to curriculum goals for student development requires that some assessment practices be incorporated into any curriculum adoption. This guide presents ideas for assessment of the Comprehensive Student Curriculum developed for the Southwest Florida School-To-Careers Consortium.

This assessment effort is breaking new ground. Most information about student development concerns inputs and counselor/teacher time accountability when it is gathered at all. This shifts the focus to student learning and the effectiveness of programs on student decisions and attainment. As a new process, it must be continually revisited, revised and time/benefits in assessment activities must be evaluated.

Purposes of Assessment

Assessment serves several general purposes that can be broadly defined under decision making, communication, and accountability.

Decision making Assessment information can be used to help students make individual decisions about career paths, and course planning as well as helping students identify skills, knowledge or attitudes that they still need to learn. Individual students and their families benefit from such assessment as specific skills are identified as having been acquired or which need further exposure and development. Teachers and counselors can identify students' needs for curriculum planning. They can also use information to improve instruction and curriculum activities. Schools or districts can use assessment information to continue or improve instruction, programs, and curriculum as well as to contribute to the school improvement process as a whole. District administrators can use such information in curriculum planning, training, district improvement goals and in setting priorities for meeting student needs. Increasingly, staffing decisions may be made based on assessment data.

Communication Assessment information is already used to communicate progress toward educational goals to students, parents, community members, and administrators. As well, assessment information is often used to communicate special strengths or successful features of programs, curriculum activities, or schools. For student development purposes, assessment may also communicate areas of student achievement that have previously been ill-defined and may advocate for the importance of such student achievement goals in the overall curriculum and educational program.

Accountability Assessment information is at the heart of school, district and program accountability; an increasingly critical factor in all aspects of education's operations. Without assessment, many believe that there is little accountability. Little accountability makes staff and their programs vulnerable to criticism, lack of understanding, or reductions in support.

Assessment Approaches

Several approaches to assessment are possible. When considering assessment methods, it is important to recognize that assessment based on all self-report data may not provide an entirely accurate picture of what a student really has experienced or learned. The same may be true of assessment based entirely on a list of inputs. Consider a mixture of data sources and types of assessment to get the most accurate picture of what individual students and programs have accomplished.

First, inputs can be assessed. Did curriculum units get delivered? Teachers and/or counselors can be asked to list activities, materials, and annual schedules for student development curriculum delivery. Examples of such activities can be obtained by reviewing the Florida's Comprehensive Student Development Curriculum for a School-To Career System (1994).

A second approach involves assessing student learning of each discrete activity. For example, when middle school students are engaged in the work-based learning activity of touring a hospital to learn about different occupations that occur there, they can be asked to list three occupations they observed and list the educational qualifications each requires, or each can be asked to write an essay to relate a work of fiction about medicine to match observations at the hospital. Another example might be, students demonstrating specific career skills as part of the activity itself, e.g., completing a four-year plan. While such assessment may be readily adapted to school-to-career curriculum, and are certainly recommended as much as possible, such activities may become burdensome to a school day already burgeoning with increased curricular requirements and testing.

A third approach is to assess broader student development accomplishments. This type of assessment is by nature more synthetic of a broader range of skills and competencies and would occur after longer periods of instruction and experiences; i.e., after a year or at transition points between school levels or between school and work. This approach is more portfolio or performance based and creates an accountability at the "seams" of a student's school progression. As well, since school-to-career curriculum activities are often infused into other curriculum areas, separate assessment may be neither appropriate nor convenient. It adds less burden to teachers and counselors and can be used to communicate to the next consumer of a student's skills (teacher, counselor, employer) that the student has achieved a specified level of competence in identified school-to-career objectives.

Another approach to assessment can be overall program assessment. Such assessment may be included in school climate surveys of students, school personnel, administrators, and community members. Or specific surveys to evaluate skill acquisition, career awareness and development, and the degree to which classroom and community based activities, can be developed and administered. Questions should focus on a variety of areas including:

Career awareness, career decision making skill acquisition, and career maturity;
Personal/Social development goals including those for working with others, self-management skills, and communication skills;
Involvement of family in academic and career planning and parental knowledge of the student's progress and school-based activities;
Infusion of academic, career and personal/social development in all aspects of educational program;

Degree to which school-based, linking/connecting or work-based activities have been observed or are considered successful.

Gathering and Maintaining Assessment Information

The information collected by methods suggested in this guide may be used in several ways. Some tracking and inclusion in student records is recommended. Each segment may be used separately by each level and may be tracked through student maintained portfolio on a student developed folder or may be maintained by student services professionals on a paper or electronic portfolio. Each method has benefits and drawbacks. Student maintained portfolios are most effective in terms of staff time and student responsibility. However, they are often incomplete, can be easily lost and are not readily available for accountability surveys or program assessment. Such portfolios are commercially available, though costly as consumable goods. Paper portfolios have advantages in that they are available to school staff for program evaluation, provide artifactual evidence of student progress and program effectiveness, and allow individual student progress and learning needs to be tracked and monitored. However, these can be expensive to maintain and may add to already crowded school files.

Electronic tracking has several advantages in its capability to provide individual, small group or district aggregate data readily. As well, sophisticated analyses can be performed with other electronically maintained data like test scores and grades that create a potential wealth of program and accountability data. It would also readily lend itself to a student development transcript available for post-secondary institutions and employers alike. However, only one electronic portfolio system is available and it is an expensive investment which requires some personnel or trained students to input data to maintain. A one-time commitment of resources to create such a portfolio might be worth the investment by a district or consortium of districts which has immediate interface with other student record systems as a distinct advantage. Ultimately, skill acquisition and work experience history benefits students as they progress through school. As technology continues to improve, more electronic tracking mechanisms will become available and are ultimately considered to be most desirable. One commercially available product, InfoTracker (available from TechLan, Inc.) can provide an individualized student portfolio of all student development accomplishments and activities, especially those related to school-to-career activities and elements, in an electronic format.

Two commercially available products are available for K-12 or 6-12 assessment. The first, the Career Maturity Inventory can be used to assess student progress and career development needs at key points in development – transition between levels. The CMI provides information concerning attitudes and competencies in career decision making skills. Iowa Career Learning Assessment provides information concerning career development, school-based learning, work-based learning and connecting links. The survey combines information from students, educators, parents and community partners and is geared toward student competencies and career maturity as well as degree to which school-to-career type of activities have occurred. Both instruments provide individual and group data useful to program assessment. In particular, schools that have career development courses in ninth grade can use the instrument to measure aspects of the effectiveness of the course and related experiences. However, each has initial and recurring costs and individual schools or districts may well wish to customize aspects of these evaluation programs or develop individual evaluations.

The following guide will present examples of assessment activities that can be performed at transition points or in a few cases, a year end. At each transition point several types of activities will be recommended and fully described.

Each section of this guide is presented in terms of the overall goals for students completing that level of education, specific competencies expected by transition and assessment strategies and formats which can be used.

MIDDLE SCHOOL

The middle school experience is one where students engage in exploration of careers, continued skill acquisition and increased social awareness and competence.

When students enter middle school they are expected to demonstrate the following competencies

When students enter from Elementary school they should be able to demonstrate:

- Appropriate grade level reading, mathematics and writing skills
- Interpersonal skills including working with others and conflict resolution/mediation skills
- Decision making and goal setting skills
- Career awareness: knowledge of the world or work, how jobs interact, examples of range of work from local environment and why work is important
- Ability to work cooperatively in groups
- Awareness of good physical and mental health practices
- Basic keyboarding and other computer literacy skills
- An understanding of the importance of standardized testing

To significant elementary school knowledge, skills, and awareness the middle school curriculum adds a different experience in each grade.

During 6th Grade the following are covered:

- Assess entering career, decision making, conflict resolution skill level
- Orient students to middle school rules, conduct, class scheduling, attendance and other policies
- Conduct diversity awareness activities including cultural, varying teacher styles and expectations, learning styles
- Begin career awareness activities: self-assessment of interests, aptitudes and goals e.g., Career Cruiser.
- Begin middle school portfolio with self-assessment information from above activities.
- Continue computer literacy skill development
- Orient to school rules, homework and attendance accountability
- Orient to employability skills, e.g. attendance, timeliness of assignments
- Continue planning and goal setting behaviors, ie. using a

planner for time management.
- Continue development of decision making and problem solving skills; with focus on consequences of decision making
- Master appropriate academic skills

During 7th Grade the following are covered:
- Introduce concept of the four-year plan
- Introduce local job market, career cluster information
- Continue computer literacy skill development
- Introduce resume writing;
- Continue middle school portfolio development
- Orient to school rules with a focus on homework and attendance accountability
- Orient to employability skills
- Continue planning and goal setting skills development
- Continue development of decision making and problem solving skills; with focus on consequences of decision making
- Master appropriate academic skills

During 8th Grade the following are covered:
- Complete 4 years of 6-year plan of study
- Orientation to high school and graduation requirements.
- Make students aware of scholarship and financial aid opportunities
- Continue computer literacy development
- Orient to school rules
- Orient to employability skills .
- Continue planning and goal setting skills development
- Continue development of decision making and problem solving skills
- Master appropriate academic skills

When students leave middle school and enter high school they should be able to demonstrate or have the following:
- Completed 4 years of 6 year Plan
- Aware of Florida academic and vocational/technical scholarship opportunities
- Aware of high school graduation requirements
- Career knowledge of local job market and career clusters, portfolio development and resume writing
- Assessment results from preliminary formal assessment instrument (CHOICES Jr., or some other similar program as designated by the

school district).

- Appropriate computer literacy skills
- Knowledge of high school rules concerning homework, attendance accountability, behavior, credit accrual and denial policies
- Knowledge of employability skills e.g. attendance, timeliness of assignments.
- Appropriate planning and goal setting skills
- Appropriate decision making and problem solving skills
- Mastery of appropriate middle school academic skills
- Appropriate interpersonal skills

Assessment Activity Examples

Evaluation of Middle School competencies can be done in several different ways or in a combination of several different ways depending on which is best suited for your school. They include a checklist, a portfolio, or a menu of activities. All students complete a six year plan.

- The first option is to have the following checklist filled out by the guidance counselor and the student. This would hopefully be done annually at mid-year so that any areas of weakness could be addressed before the end of the school year.

- The second option is to create portfolios that would include key information about students and their work towards mastering the competencies.

- The third option is to have a menu of grade 6, 7 and 8 activities. School staff and/or students check off activities that students have successfully completed.

Evaluation would be optimally done on all students, however, realistically counselors may need to randomly pick 50 - 100 students with whom to complete the evaluation process. This would give an appropriate sampling of the degree of mastery students demonstrate.

MIDDLE SCHOOL COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM
EXIT EVALUATION OF UNDERSTANDINGS, ATTITUDES AND SKILLS

STUDENT:______________________________**ID#:**__________**BD:**_______

SCHOOL:______________________________ GRADE: _______________

DATE COMPLETED:_______________

PERSON AND TITLE COMPLETING REPORT: ______________________________

Evaluation Checklist

Please complete the following checklist by marking Yes, No or Not Applicable.

Competencies	**Yes**	**No**	**NA**
Student has completed 4 years of 6 year plan.			
Student can list 3 Florida academic/vocational/technical scholarship opportunities.			
Student is aware of high school graduation requirements.			
Student has participated in Career Day.			
Student has completed course that addresses resumes and job applications.			
Student has completed a formal assessment instrument ie., Interest Inventory.			
Student is continuing to grow in computer literacy and processing skills.			
Student has had an orientation to high school rules, attendance policy, behavior, and credit accrual and denial policies.			
Student uses academic planner for time management.			
Student is passing all academic courses needed for high school.			
Student works well in cooperative learning groups.			
Student follows school/classroom rules			
Student is able to cite an example of personal difficulty and then use a problem solving/decision making process to generate appropriate alternative actions and identify probable consequences			

Student can explain the connection between attendance/timeliness of assignments and employability skills			

STUDENT EVALUATION PORTFOLIO

The contents of the portfolio would include, but not be limited to the following:

- Formal interest inventory or computerized career exploration program results.
- Completed four year of six year plan (if required by your district)
- Sample resume
- Sample job application
- Course outline covering computer skills
- Copy of three weeks out of the student planner
- Written information covering the high school requirements and rules
- Transcript of grades
- Short paragraph on why attendance and timeliness of assignments are important to future employment. (Normally completed in a Language Arts class.)
- Short essay giving an example of decision making/problem solving including the identification of probable consequences. (Normally completed in a Language Arts class.)
- List of at least three Florida scholarship opportunities
- List of community service or volunteer experiences.
- List of work or work-related experiences.

The guidance counselor or the student can maintain these portfolios. Pieces can be added to the portfolio whenever completed. Trained community partners could be used to make sure the portfolios are complete at the end of 8th grade. Guidance secretaries, data entry or counselors could be responsible for producing and filing transcripts.

Resources for Comprehensive Student Development and School-To-Career Curriculum

There are many resources for classroom, school and community based activities which will work well to achieve the learning objectives contained throughout this comprehensive student development curriculum. The activities contained in the appendices of this curriculum guide are intended only as examples of what can be done with students. Other resources for information and activities are listed below.

Assessment

Career Cruiser: www.firn.edu/doe/bin00056/!cruzer.htm or 1-800-342-9271

CHOICES and CHOICES, Jr. Available through Florida Department of Education

Crites, J. (1998). Career Maturity Index, Available from Careerware, 1-800-267-1544

Info Tracker, Available from TechLan at www.ticom/infotrak.htm or at Phone - 800-947-8460; 4900-C Mercer University Dr., Macon, Georgia 31210

Curriculum Activities

Broward County Public Schools (1990). Comprehensive guidance and counseling programs. Ft. Lauderdale, FL: Author.

Center on Education and Work. (1992). Developmental guidance classroom activities for use with National Career Development Guidelines: Grades K-12 (4 volume set). Madison, Wisconsin: University of Wisconsin.

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Perry, N. & Ward, L. (1997). Helping students plan careers: A school-to-careers guide for counselors. American Vocational Association: Alexandria, VA.

Web sites of interest: (Many of these sites have hot links to other important sites too numerous to mention)

American School Counselor Association: www.schoolcounselor.org

Association for Career and Technical Education (formerly the AVA): www.avaonline.org

Career Counseling resources: seamonkey.ed.asu.edu/~gail/career.htm

Career Mosaic: www.careermosaic.com

eXploring Careers: www.explore.cornell.edu/

Florida School-To-Work Initiatives: www.stw.ed.gov/Database/State2.cfm

Florida Department of Education Publications: www.firn.edu/doe/bin00051/pub_man.htm

Florida Division of Workforce Development: www.firn.edu/doe/bin00051/home0051.htm

National Career Development Association: www.ncda.org

National Center for Research in Vocational Education: ncrve.berkeley.edu

National Occupational Information Coordinating Committee: www.noicc.gov/

National School-to-Work Office: www.stw.ed.gov/

University of Wisconsin Center for Education and Work: www.cew.wisc.edu/

US Department of Education: www.ed.gov/

What exemplary career development programs should look like: ncrve.berkeley.edu/MDS-855

Communities Build
CHARACTER
It's Everyone's Job!

The School Board of Lee County

Character-Building Word for September

RESPONSIBILITY

Accountability for your choices, obligations, and duties

WEEK 1

Today's preparation determines tomorrow's achievement.
Anonymous

Each is responsible for his own actions.
H.L.Hunt

Winners make goals; losers make excuses.
Anonymous

I discovered I always had a choice and sometimes it's only a choice of attitude.
J. M. Knowlton

Well done is better then well said.
Ben Franklin

WEEK 2

The buck stops here.
Harry Truman

It's the little things in life that determine the big things.
Anonymous

Winners never quit and quitters never win.
Anonymous

I never did anything worth doing by accident, nor did any of my inventions come by accident, they came by hard work.
Thomas Edison

Strive for excellence, not perfection.
Anonymous

WEEK 3

Responsibility is accepting the positive and the negative consequences of our actions.
M. Popkin

If you don't have time to do it right, when will you have time to do it over?
Anonymous

Every job is a self-portrait of the person who did it.
Claude Bristol

The ability to accept responsibility is the measure of the man.
Roy I. Smith

By failing to prepare, you are preparing to fail.
Ben Franklin

WEEK 4

Stop blaming others. Take responsibility for every area of your life.
Anonymous

He who is good at making excuses is usually little good for anything else.
Ben Franklin

It's not over till it's over.
Yogi Berra

We are judged by what we finish, not by what we start.
Anonymous

Winners are people who do jobs uncommonly well even though they don't feel like doing them at all.
Anonymous

RELATED WORDS

Accountable
Dependable
Trustworthy
Independence
Self-reliance
Reliable
Answerable
Duty
Making Choices

RESPONSIBILITY TO:

Self
Family
Learning
Community
Country
School
Planet

Write to me on E-mail

PRACTICAL APPLICATIONS

Returning what you have borrowed in the same condition.
Taking responsibility for learning,
    Getting help when you don't understand something
    Developing strategies that can help you learn
    Completing homework
Taking the responsibility to be prepared
Being helpful before you are asked
Taking care of your possessions
Being accountable to friends and family, n[illegible]king excuses
Accepting the consequences of one's choices and actions
Understanding how respon[illegible]es change as we get older
Discuss what the students [illegible]ponsible for th[illegible] school year as
    well as other employ[illegible]s at the school. [illegible]ortant is it
    for everyone to carry out their responsi[illegible]?

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Activities

C= Community Activities S= School Activities F = Family Activities

C S F	Read and/or discuss a **daily quote,** on the morning news, in the newspaper, at dinner.
C S F	Have students omplete the "Character Cartoon" and/or write their answers to Character ED on the E-mail.
C S F	Make a "graffiti" wall, board, poster, with the title **" Responsibility is... ".** Ask the students to add their thoughts. Sections can be added for the other months.
C S F	Discuss the importance of **following through with your responsibilities.** What does it mean to do the absolute minimum or seeing something through because it is the responsible thing to do.
C S F	Think about a time you **relied on someone** and were let down. Reflect on some aspect of this experience.
C S F	Make **classroom/home expectations** clear and hold students accountable for their actions. Practice procedures that help the class run smoothly i.e. lining up, greeting visitors, changing activities, turning in homework, etc.
C S	Include **anecdotes** of responsible student behavior in the school newsletter to parents.
C S F	Provide opportunities for **volunteer service**. Tie this into responsibility towards others and the community.
C S F	Publicly recognize the work and achievements of **"Unsung Heroes"**... the custodians, repairmen,teachers, secretaries, cafeteria workers, and volunteers who demonstrate a strong commitment to their responsibilities.
C S F	**Character Honor Roll** - Students observed by anyone in the school/workplace to have demonstrated Character can have photo displayed or other recognition.
C S F	Encourage students to discuss **taking responsibility for their own learning**. Encourage students to develop meta-awareness of how they learn best and develop strategies for improvement. For example ask students to remember *"Gershwin wrote An American in Paris"* and *"James Baldwin wrote For Want of a Horseshoe Nail"* Discuss how they remembered these facts.
C S F	**Plant Parents**- Plant a seed and nurture to mature growth. Tell students it is their responsibility to care for this living thing. Talk about how plants responded, in relationship to the time and care they received. Relate this to their other responsibilities in life.
C S F	**The Not Making Excuses Jar** - Fill a jar with one bean for each minute of class time. Each time a student makes an excuse one bean is removed. Time that is not wasted listening to excuses can be free time at the end of the week/month. Previously removed beans can be replaced when students demonstrate responsibility.
C S F	**I Did My Homework** - Students who consistently complete and turn in homework could be recognized.
C S F	Encourage students to make a **responsibility chart,** listing responsibilities at school, home, and in the community.
C S F	Pick a **famous person** who showed responsibility. Have a "Who am I?" contest. Add clues daily.
C S F	Discuss how taking responsibility for ourselves involves **accepting the consequences for our actions and choices. This means that the things we do affect what happens to us. Discuss how the "poor pitiful me" attitude blames others for our circumstances while giving us an excuse not to take responsibility.**
C S F	**You Are What You Eat** - Create activities, discussions targeted at making responsible food choices.
C S F	Involve students in the **shared responsibility** for the appearance and cleanliness of the school.

Points To Ponder

Math - What is a researchers' responsibility in reporting accurate statistics or research? Now that anyone can put information on the internet, how can we critically evaluate information? Save, Share, and Spend - Create discussion or activities aimed at **responsible money budgeting.**

Vocational Education - **What are your career goals** in relationship to your responsibilities to yourself, your current family and your future responsibilities? **What makes a good employee**? - Invite local employers to discuss CHARACTERistics of successful employees and what they look for when hiring. Character can be as important as know-how on the job.

Literature- What character traits did the characters in the story exhibit? What affect did they have on the character's lives. How would the story end if the character displayed different traits

One day in 1946, Louis Slotkin, a noted physicist, was nudging pieces of plutonium toward one another trying to form a mass large enough to produce a chain reaction. Through his own error he moved two pieces too close together. A chain reaction began and alarms went off as the room filled with radioactivity. Without a moments hesitation, Slotkin reached in and pulled the pieces apart with his bare hands. In the blink of an eye he had made a critical decision that saved the lives of his seven co-workers while costing him his own.

Character Newsletter, April 1993

Parent Corner

In the final analysis, the great need in this world is not for more genius, or even for more skill. It is for people to be willing to accept the responsibility for what they do. "Ahh!" you might say. "Now we're getting down to it... it's my children's actions that I want them to be responsible for." Once our children are taught basic principles, they should then be taught that responsibility for their actions is truly theirs, not ours. We are simply there to help. Our challenge is to teach children how to cope with actions that are a problem, how to control their anger, and how to handle success and failure. Once they have these tools, we must let them take responsibility for solutions to problems regarding their actions. Our tendency is to demand our own solutions arbitrarily.

Condensed from Teaching Your Children Responsibility by Linda and Richard Eyre

Strategies for parents:

Make your expectations clear. Expect them to take responsibility. Remember that it is difficult for them to take responsibility if you do not give it to them. If they know that you will continue to remind them to do something, they are likely to leave this responsibility to you. They may wait until you either do it or you lose your temper. Either way you are holding onto the responsibility of seeing that it is done. Instead try stating your expectations clearly and providing an appropriate consequence after asking the first time.

Be on the lookout for opportunities to reinforce character in daily situations. Play the what would you do if ... game. Talk about situations they may encounter.

Make sure your behavior is what you want your child to emulate.

WOW

THE WORLD OF WORK

In the real world of work, being able to take responsibility is a key to success at every level. When prospective employers review a student's application they look for signs that the applicant will become a dependable employee. References might be asked questions concerning attendance, punctuality, attitude, and effort. (How would you rate yourself on a responsibility scale of 1-10? How would others rate you?)

Another aspect of responsibility in the world of work is the ability to be accountable for the things that go wrong as well as the things that go right. Everyone makes mistakes. It is part of being human. Being honest enough to take the blame for something you have done and then take the responsibility for making it right is a quality of character that often makes the difference between an employee who gets the promotions and one who does not. (When was the last time you said, " I really blew that! Don't worry, though, I'll take care of it.")

Taking responsibility on the job means doing what needs to be done. No employer wants to hear, "But you didn't tell me to do that." Some call it the ability to work independently or without supervision, while others call it initiative. Whatever it is called, it means being someone who can be relied upon, someone responsible. (When was the last time you did more than you "had" to do just because it was the right thing to do? How did it feel?)

Being responsible is more than a building block of character, it is also an essential employability skill. There are many other ways in which the ability to be responsible is important. Can you think of some other aspects of responsibility? What are you [illegible] right now that will either help or [illegible] your chances of getting the job you want.

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Early Childhood Activity

Rainbow Fish to the Rescue By Marcus Pfister 1995

Rainbow Fish organizes all the other fish to divert a shark's attention from a striped endangered fish. Together they save the other fish.

Activity: Discuss what it means to be a responsible person: to help someone or to take care of someone.

Read the book

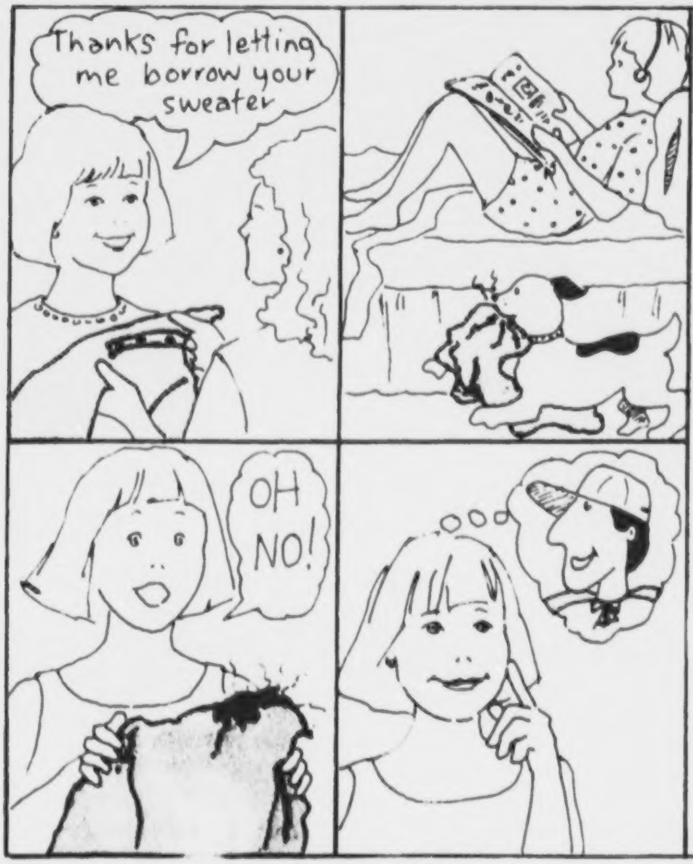
Discuss how Rainbow Fish helped the other fish, How he was responsible?

Small group - Provide a variety of mediums: markers, colored pencils, crayons, and pastels and precut fish shapes. Invite the students to decorate the shapes using dots circles and stripes.

Stories

ELEMENTARY		MIDDLE/HIGH	
The Little Red Hen	Paul Goldone	Where The Lilies Bloom	Vera and Bill Cleaver
Why Mosquitoes Buzz In Peoples' Ears	Vern Ardema	The Lilith Summer	Hadley Irwin
A Key Into Winter	Anderson and Witman	The Giver	Lois Lowry
It Takes a Village	Jane Cowan-Fletcher	Lincoln: A Photobiography	Freedman
The Drinking Gourd	F.N. Monjo	Island of the Blue Dolphins	Scott Odell
The Stories Julian Tells	Cameron	Voices From the Fields	S. Beth Atkin
The Whipping Boy	Fleischman	Scorpions	Walter Dea Myers
The Borrowers	Mary Norton	Hatchet	Gary Paulson
The Great Kapok Tree	Lynne Cherry	Homecoming	Cynthia Voigt
The Salamander Room	Anne Mazer	... And Now Miguel	Joseph Krumgold
Keep The Lights Burning	Abbie Peter & Connie Roop	Shoeshine Girl	Clyde Bulla

These books come from a variety of sources; please review them for appropriateness for your grade level.


Thanks for letting me borrow your sweater
OH NO!

To Districts/Schools Outside of Lee County

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Draw your own conclusion

Write Character ED on E-Mail!

How would you handle this problem? What would you say to your friend?

Is there any time you were responsible for something and something happened to it? What did you do?

Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for October
RESPECT

Showing regard for the value of persons or things through courteous consideration and appreciation

Don't hurt anyone or anything on the outside or inside.

WEEK 1

If you want to get the best out of a man, you must look for the best that is in him.
Bernard Haldane

Be a major difference in your own life
Irene Kassoria

To handle yourself use your head, to handle others use your heart
Anonymous

Life is more fun when you don't keep score
Anonymous

A friend is one who knows you as you are, understands where you have been, accepts who you have become, and still gently invites you to grow
Anonymous

WEEK 2

Do unto others as you would have them do unto you
Anonymous

Criticizing others is a dangerous thing, not so much because you make mistakes about them, but because you may be revealing the truth about yourself
Judge Harold Medina

I never met a man I didn't like
Will Rogers

I don't agree with what you say, but I will defend to the death your right to say it
Anonymous

A friend in need is a friend in deed
Anonymous

WEEK 3

Live and let live.
Sir Roger L'Estrange

There is so much good in the worst of us, and so much bad in the best of us, that it hardly becomes any of us to talk about the rest of us
Anonymous

A good listener is not only popular everywhere, but after awhile he knows something
Wilson Mizner

To get respect, you have to give respect
Anonymous

In giving rights to others that belong to them, we give rights to ourselves
John F. Kennedy

WEEK 4

Leave everything a little better than you found it
Anonymous

People will not always believe what you say, but they will always believe what you do
Anonymous

One has only to grow older to become more tolerant. I see no fault that I might not have committed myself
Goethe

No man is above the law and no man is below it
TheodoreRoosevelt

Man must go back to nature to find information
Thomas Paine

The secret in education is respecting the pupil... Emerson

Rudeness is the weak person's imitation of strength ...Eric Hoffer

RELATED WORDS

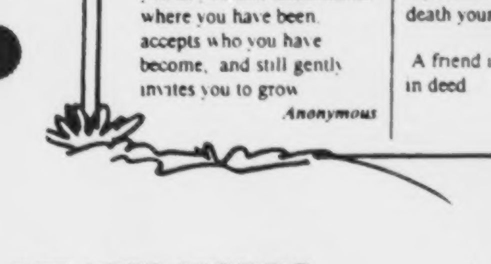
Courtesy
Esteem
Honor
Heros
Disrespect
Consideration
Graciousness
Self-concept

Respect for:

Self
Family
Learning
Teachers
Rules
Community
Country
Equipment
Heritage
Authority
School
Planet
Students
Property
Others

PRACTICAL APPLICATIONS

- Respect others' right to say no
- Understanding the value of objects in terms of the time and energy used to replace them
- Treating others as you would like to be treated
- Accepting others without feeling obligated to embrace all of their ideas
- Believing in yourself, understanding your strengths
- Understanding the connection between respectin[illegible]elf and respecting others
- Respecting individual differences
- Consider how the different expres[illegible]od disrespect act a[illegible]nggers to anger and violence
- Trusting your own judgement, with[illegible]ut letting others [illegible] into something
- Respecting your body by keeping neat, clean rested and [illegible]althy
- Participating in Red Ribbon Week activities
- Recognizing your individual self-worth and value in the community


Try putting activities for families in your school newsletter

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Activities

C= Community Activities S= School Activities F = Family Activities

C S F **RESPECT** - write new words to Aretha Franklin's song.

C S F Have each student put his name on top of a piece of paper. Pass the papers around the room and have each student **write what unique qualities contribute to his respect for that person.**

C S F **Establish a "no putdown" environment.** Ask students for examples of putdowns and constructive criticism. Ask children to chart the number of putdowns found on popular TV shows. Compile a list of commonly used putdowns. Help students understand that putdowns are the result of strong feelings, help them develop skills in staying calm, such as counting, deep breathing, really listening, and trying to see the others perspective. Encourage students to explore their own strengths as a shield against putdowns. (Additional information available)

S F **Respecting Me** - have students create news releases about themselves. What would they say now? What would they say in 5 or 10 years?

C S F **Taking care of you** - Identify ways in which students show self-respect for their bodies and themselves. Tie this into **Red Ribbon Week** activities.

C S F **Effective listening** shows **respect for the felings and ideas of others.** You can't listen effectively when you are thinking about the next thing you want to say. Ask students to practice responding to what others are saying without adding thier own agenda. After intently listening,, ask the listener to paraphrase what has been said. Discuss how this felt for both parties.

S F **Keep a respect log.** For 24 hours list every example you can find of people showing respect. As a class, list how many different ways there are to show respect.

C S F **Have a Respect for Our Environment Day.** Begin by having them clean up their own personal environment - their bookbags and desks; then have a clean-up of the school grounds. (Math tie-in: sort trash and graph results)

C S F **List what habits and manners show respect,** (please, thank you, excuse me, etc.). Challenge students to practice these manners for a given period of time. Discuss the results. (We assume all children know how to be polite and respectful; this is not always true. Sometimes these skills need to be taught, at any age.)

S F Have students Journal thoughts about what Character Education quotes and trairs mean to them.

S F Give each student a potato to study. Then have them find their potatoes among others. Discuss how on the surface all potatoes look different, put under the surface they are all the same. Relate this to people and differences in culture, religion, race, etc.

C S F **Invite law officers to speak,** or take a trip to a courtroom or a jail. Discuss respect for the law and what would happen if everyone made his own rules.

C S F **Discuss** what it means to **"agree to disagree".** How does this help us show respect for others' opinions?

C S F **Discuss the saying, "Treat others the way you would like to be treated".** Have students list and **discuss** ways they are treated and would like to be treated.

C S F **Pretend** you are a new owner of a large company. Think about your family and friends. What qualities do you respect in them that could potentially benefit your business. There is a wonderful activity called the ***Web of Life*** that helps people understand their leadership style and appreciate the contributions of others. (Available upon request)

Subjects to Consider

Social Studies-	The Bill of Rights, discuss how rights are related to respect and responsibility.
Languages-	Respect for other cultures as well as our own. Include information about a country's culture in reports
Science -	Respect for the earth's resources. When Aristotle introduced science, it was so that humans could assume the role as caretakers and stewards of the natural world. Biology is based on the respect for life. The goal of science is not only to produce scientists, but also to prepare well-rounded, clear thinking, scientifically literate citizens who will respect the implications of their work.
Literature-	Was there a character in the story who did not show respect for others? How did this affect relationships?
Music-	We show respect for our country by standing for the "Star Spangled Banner." Compose a song about respect, i.e., Respect each other every day, In what you do and what you say. Show each other that you care, When they need help you're always there.
Health-	Discuss: "If I'd known I was going to live so long, I would have taken better care of myself."

Parent Corner

Extend Respect and Then Expect Respect

Everyone, including children, needs to feel like he has some control over his life. Parents often get into power struggles with kids for this very reason. When adults respect their ability to make good decisions by offering two positive alternatives, it can cut down on power struggles. For example: "I hear too much noise in the house. You can either find a quieter game inside or play outside." Of course you may still have to follow through with a consequence, but you can bring home the idea that it was something the child chose, not something you are doing to him. You can also respect their feelings by saying "I'm sorry that you are disappointed that you can't go out to play right now. Maybe next time you will make a better choice,"

Teaching good habits and politeness is a positive way of showing respect. They don't come naturally. Using the words "please" and "thank-you" are still very powerful. Somehow, being cool has become more important than being courteous. Whether we like to admit it or not, we do try to impress others. But many people don't recognize that the best way we can leave a good impression with others is to treat them the way we would like them to treat us, with respect and courtesy.

Teach by your own example. To gain respect, we must give it to others. Let your children see how you respect them through genuine praise or recognition of a task well done. Respect their effort, even though it's not perfect yet, by emphasizing the positive steps they have taken to achieve their goal. Ask for their opinion and their help in finding alternatives to difficult situations.

WOW

THE WORLD OF WORK

from *20 Things I Want My Kids To Know by Hal Urban*

Call them anything you want-courtesy, respect, politeness, kindness, consideration, etiquette, thoughtfulness, graciousness, and so on. Your manners are who you are. You'll always be known by the way you treat others. And the way you treat others will always be a key factor in determining how successful you become. Tom Peter and Robert Waterman, in their famous book *In Search of Excellence* write, "Treat people as adults. Treat them as partners; treat them with dignity; treat them with respect". That's great advice for the business world; it's also great advice for everyday living. In the history of the world, no one ever went wrong by being polite.

More recent commentary comes from Henry C. Rogers. In 1984 he said, "If manners were an animal it would be an endangered species." Unfortunately, Rogers' comment has a sad ring of truth for adults as well as kids. He's astounded that more people don't seem to understand the importance of treating others with respect: "I simply can't comprehend how everyone doesn't see that good manners are one of the most important keys to success."

Somehow being cool has become more important than being courteous. Whether we like to admit it or not, we do try to impress others. But many people don't recognize that the best way we can leave a good impression with others is to treat them the way we would like them to treat us, with respect and dignity. Manners are usually taught by following the example of others. If this has not been their experience, gentle directions and practice may be helpful. We can no longer assume that everyone has good manners

If you think about it, you begin to notice that the people you most admire consist [illegible] use words that are [illegible] sant and pos [illegible] at's a habit we ca [illegible] efit from. Respecting others leads t [illegible] shing good relationships; earning the [illegible] ct of others; and receiving better treat [illegible] t from other people. It helps build a solid reputation.

BEST COPY AVAILABLE

Early Childhood Activity

Elmer by David Mckee, 1968

Elmer is a patchwork elephant who enjoys having fun. He does not like being different. He colors himself with berry juice so that no one can recognize him. Rain comes and takes away the berry stain, and he is his old self again, The elephants decided that he has played a good trick and decided to once a year decorate themselves to look like Elmer and have a par

Activity: Discuss elephants. Ask if anyone has ever seen a multicolored one. Discuss the qualities of being different

Read the book.

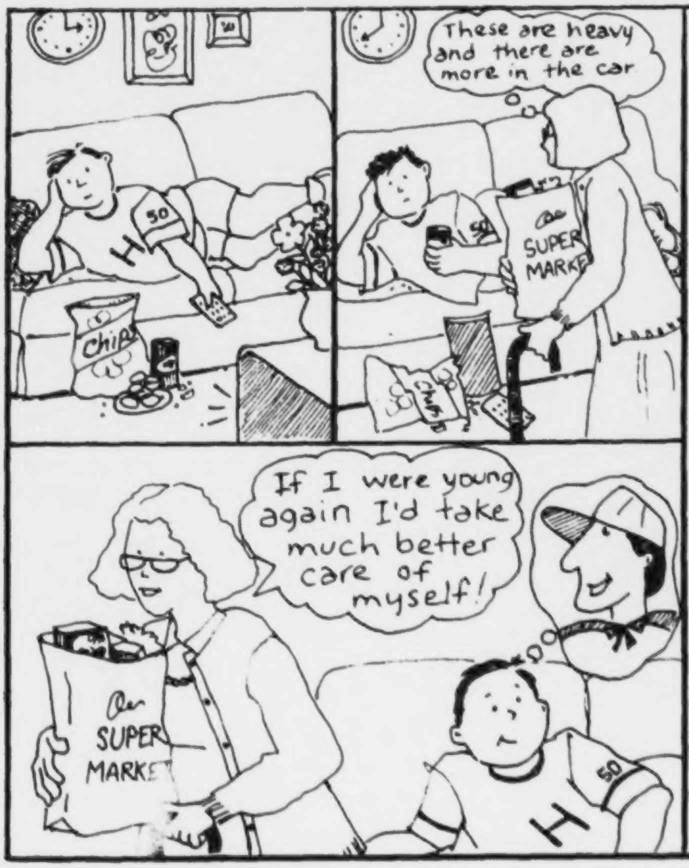
Discuss the importance of being kind to each other.

Small group - Provide a variety of multicolored squares, glue, gray paint, brushes, and precut elephant shapes. Invite the children to decorate the elephants with the various materials.

BOOKS

ELEMENTARY		MIDDLE/HIGH	
The Indian in the Cupboard	Banks	Crazy Lady	Conly
Journey to Jo'berg -	Naidoo	Is That You Ms. Blue?	Kerr
A Day No Pigs Would Die	Peck	A Raisin in the Sun	Hansberry
The War With Grandpa	Smith	Romeo and Juliet	Shakespeare
Amos Fortune: Free Man	Yates	Flowers for Algernon	Keyes
My Side of the Mountain	George	Grandfather's Journey	Say
Mrs. Fish, Ape and Me, the Dump Queen	Mazer	The Indian in the Cupboard	Banks
The Great Kapok Tree	Cherry	Annie John	Kincaid
Annie John	Kincaid	Chicken Soup for the Soul	Canfield
Crow Boy	Yashima		
Sign of the Beaver	Speare		

These books come from a variety of sources; please review them for appropriateness for your grade level.


These are heavy and there are more in the car
CHIPS
SUPER MARKET
If I were young again I'd take much better care of myself!
SUPER MARKET
Draw your own conclusion

To Districts/Schools Outside of Lee County

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How have you shown respect for yourself and others? How does helping others before you are asked show respect? How do we show respect for our bodies by exercising and eating right, and by keeping them free of harmful substances?

Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for November
Citizenship

The quality of an individual's response to membership in a community

Be aware, be informed, be involved

WEEK 1

Ask not what your country can do for you, but what you can do for your country.

John F. Kennedy

No man is an island.

John Donne

Democracy is a government of the people, by the people, for the people.

Abraham Lincoln

The human race is divided into two classes. Those who go ahead and do something and those who inquire, "Why wasn't it done the other way?"

Oliver Wendell Holmes

The word American ends in "I can."

Anonymous

WEEK 2

Light is a task where many share the toil.

Homer

Freedom is a right and a responsibility.

Anonymous

You will find as you look back upon your life that the moments that stand out are the moments when you have done things for others

Henry Drummond

Coming together is a beginning; working together is a success.

Henry Ford

Injustice anywhere is a threat to justice everywhere

Dr. M. L. King Jr.

WEEK 3

I regret that I have but one life to give for my country.

Patrick Henry

The strength of the nation lies in the character of its citizens

Francis Bacon

Everyone can be great because everyone can serve.

Dr. M. L. King Jr.

Act as if what you do makes a difference. It does.

William James

The farther backward you look the farther forward you are likely to see.

Winston Churchill

WEEK 4

Your mind is like a parachute. It works best when open.

Anonymous

Never doubt that a small group of thoughtful committed people can change the world. Indeed it is the only thing that ever has.

Margaret Mead

We need the whole world as a friend.

Herbert Hoover

By union the smallest estates thrive; by discord the greatest are destroyed.

Sallust

America is a tune; it must be sung together

Gerald Stanley Lee

HISTORIC QUOTES

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Dr. Martin Luther King Jr., 1963

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

The Declaration of Independence, 1776

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Abraham Lincoln, 1863

RELATED WORDS

Freedom
Patriotism
Responsibility
Democracy
Service
American

Constitution
Liberty
Heroes
Loyalty
Brotherhood

PRACTICAL APPLICATIONS

- Participating in school and community activities
- Accepting others without feeling obligated to embrace all of their ideas
- Contributing to a team or group effort
- Understanding an individual's rights and responsibil
- Understanding that the choices we make affect other people as well
- Following the strength of our convictions in spite of what peers are doing
- Helping out around school, at home, and in the neighborhood
- Recycling and respecting the environment
- Respecting authority at school and in the community
- Developing a personal mission
- Voting
- Working

Character ED

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Activities

C= Community Activities S= School Activities F = Family Activities

C S F	Design, develop and implement a service-learning project. Ask students to brainstorm and research community needs; collectively choose a project and follow through with a service to the community. This activity can be very effective when combined with a journal, and is an opportunity to discuss how the students felt about the experience and what they learned.
C S F	Recognize the importance of individuals who have made a difference in history and the significance of personal character for both good and evil. Include this in a report to the class about an "American Hero."
C S F	Brainstorm what a "good citizen" looks like, in the classroom, community, and country or "What are you doing to be a good citizen?" Share the lists from small groups with larger group.
S F	Ask the students to design a game and write the rules for playing. Discuss why rules are important. How do they protect players and provide equal opportunities for all players? Does your game have consequences for poor choices or fouls that negatively affect other players? Ask students to explain how and why they decided on their rules. Relate this to developing our constitution.
C S F	Discuss what we are entitled to as citizens of the United States according to the Bill of Rights. Do all countries entitle the same rights to their citizens? What responsibilities go along with these rights?
S F	Provide incentives for students to use the word of the month in class discussions. For example, a student may define someone as a good citizen when discussing his/her reading assignment.
C S F	Ask students to interview family members or friends who have come to America from a foreign country. Learn about what citizenship means to them.
C S F	Ask students to make brochures describing why our community is a great place to visit or live.
C S F	Attend a government or public meeting. Write to public officials about an issue of concern.
C S F	Discuss why laws are important to follow. Does the law apply to everyone? How does it affect others when people cheat, or steal? Who really pays the cost of stolen merchandise?
S F	Teach the process for democratic problem solving that includes consideration for all points of view, discussion, debate, and consensus seeking or voting.
C S F	Invite members of the VFW, American Legion, or other veterans to speak about what citizenship and patriotism mean to them.
C S F	Discuss how citizens provide service to the community through different jobs.
C S F	Bulletin Board Ideas: Show persons of all colors and nationalities across a map of the U.S. Provide the header "Liberty and Justice for All" or post articles about good citizens in your community titled "Meet the Good Citizens of Lee County."

Subjects to Consider

Social Studies- Have students brainstorm what they think is included in the Bill of Rights. Compare these to the contents of an actual bill. See if any extras can be found in one of the amendments.

Discuss ways in which legislative decisions have impacted our community (i.e., the net ban).

Math- It is said that we get to live in a free society. Does that mean we get to live in our society for free? Discuss the costs of running government-funded activities or organizations. Develop a budget for a small project.

Journalism- Ask students to interview an adult who participated as a juror or witness of a trial. Develop a list of questions to ask.

Literature- Teach the students to analyze the media critically for hidden messages and agendas. How does this pertain to the freedom of speech?

Music- Teach patriotic songs and discuss the true meaning of the words.

Health- Develop a service-learning project and follow through.

WOW World of Work

Lee County business leaders and educators developed this list of transferable work skills for High School Students. Character plays an integral part!

Parent Corner

We Live by Choice, Not by Chance

Everything you do is by choice! Hal Urban told a student, "You chose to come to school this morning." He responded that he didn't choose, he had to come. Dr. Urban proceeded to ask what would happen if he hadn't chosen to come to school, and the student reeled off a list including grounding, detention, etc. "Right, you made a choice. You chose to come to school instead of choosing the consequences of not coming. Some of your classmates are not here they chose not to come for whatever reasons they had u don't have to do anything, but you do get to do a lot of things."

The following is a list of some of our most important choices. We're free to choose:

- our character - the type of persons we become
- how we handle adversity
- what we'll accomplish
- our attitude
- how at others
- how we'll learn
- our purpose in life
- the type of citizen we bec

Discuss with your children what type of citizens they choose to be.

From 20 Things I Want My Kids To Know by Hal Urban

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Early Childhood Activity

Swimmy by Leo Lionni,

Swimmy, a fish, teaches a tiny school of fish how to use teamwork. As a group they appear to be a large fish, and they scare a big fish away. This saves the little fish from being eaten.

Activity: Discuss what it means to be part of a family, a group, or a class. How can we help each other?

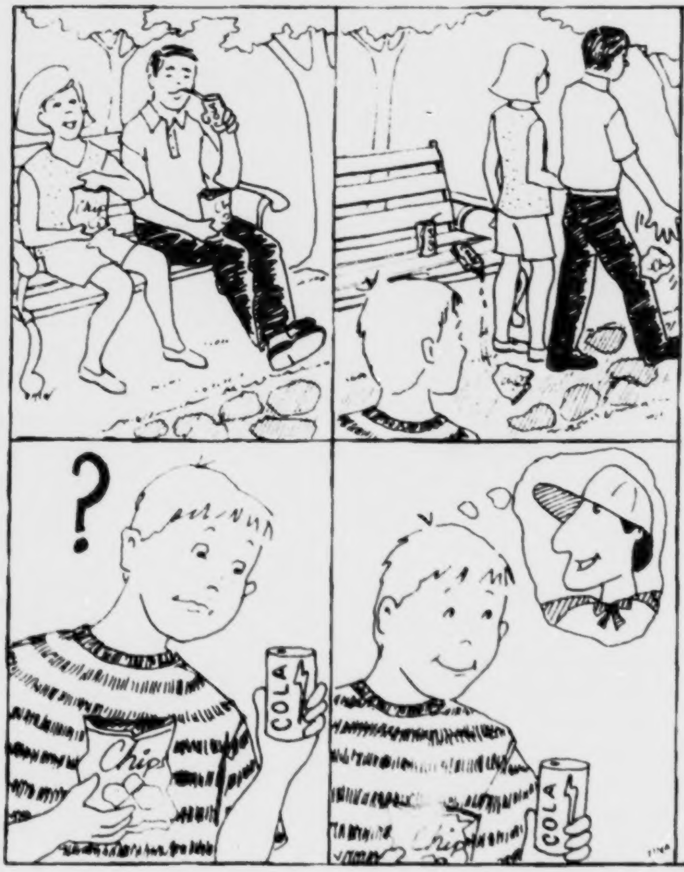
Read the book.

Discuss the importance of working together and being part of a team.

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, and large drawing paper. Invite the children to draw many fish in an underwater scene

Elementary	BOOKS		Secondary
Any Biographies of Famous Americans			
The Kid's Guide to Social Action			Barbara A. Lewis
The Helping Hands Handbook: A Guide for Kids Who Want to Help People, Animals, and the World We Live In			Adams and Marzollo
50 Simple Things Kids Can Do to Save the Earth			The Earthworks Group
Earth Books for Kids: Activities to Help Heal the Environment			Linda Schwartz
Save Our Planet: 52 Easy Things that Kids Can Do Now			Susan Levine
The Giver	Lois Lowry	Nothing But the Truth	Avi
Old Henry	Joan Blos	The Moral Compass	William Bennet
The Drinking Gourd	F.N. Monjo	Kids With Courage	Barbara Lewis
Shh! We're Writing the Constitution	Jean Fritz	Maudie and Me and the Dirty Book	Betty Miles

These books come from a variety of sources; please review them for appropriateness for your grade level.



To Districts/Schools Outside of Lee County

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Draw your own conclusion

Whose job is it to keep our county clean? What happens when everyone doesn't do his/her part? What are other helpful actions "good citizens" do everyday?

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Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for December
COMPASSION

Demonstrating concern for the well-being of others:
giving support and showing empathy
Be kind, treat others as you would have them treat you.

WEEK 1

The only way to have a friend is to be one.
Ralph W. Emerson

Speak kind words and you will hear kind echoes.
Bahn

There is no better exercise for strengthening than reaching down and lifting people up.
Anonymous

A great man shows his greatness by the way he treats little men.
Thomas Carlyle

The more you give love and friendship away the more you get in return.
Anonymous

WEEK 2

If you don't have something nice to say, don't say anything at all.
Anonymous

It's smart to pick your friends but not to pieces.
Anonymous

Any definition of a successful life must include serving others.
George Bush

Speak ill of no man, but speak all the good you know of everybody.
Benjamin Franklin

A compliment is verbal sunshine.
Robert Orben

WEEK 3

Kindness is the oil that takes the friction out of life.
Anonymous

Always have an attitude of gratitude.
Anonymous

A friend is one who comes in when the whole world has gone out.
Anonymous

People are lonely because they build walls instead of bridges.
Anonymous

We are not made rich by what is in our pockets but by what is in our hearts.
Anonymous

WEEK 4

A friend in need is a friend indeed.
Anonymous

He's not heavy, he's my brother.
Anonymous

I can live for two months on one good compliment.
Mark Twain

A drop of honey catches more flies than a gallon of gall (vinegar).
Abraham Lincoln

There are no unimportant jobs, no unimportant people, no unimportant acts of kindness.
Anonymous

Related Words

Empathy
Kindness
Brotherhood
Consideration
Heroes
Support
Acceptance
Cultural Diversity

Courtesy
Love
Caring
Esteem
Honor
Concern
Feelings

Practical Applications

- Realizing that careless or intentional injury to anothe nacceptable
- Giving to others who are less fortunate.
- Willingness to share another person's pain or joy
- Thinking of another person's feelings
- Being kind even when others are not
- Including those who are less skillful in group activities
- Treating others as you would like to be treated
- Understanding cultural differences.
- Understanding that feelings are natural and healthy, it's how we act upon these feelings that can hurt us and others.

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Activities

C= Community Activities S= School Activities F = Family Activities

CSF Encourage Random Acts of Kindness - Generosity of spirit in something that incorporates many character traits. Involving students in activities that benefit others can show how any individual can matter to others and prevent the "I quit because I don't matter" pattern of development.

CSF Write Thank-You notes as a class assignment. These can be written to parents, teachers, aides, or anyone who has helped the child. Students can each pick another student's name out of a hat and send them a thank-you note and letters of encouragement during the week. Contact hospital or convalescent home for the names of people who would like of receive cards over the holidays.

CSF Ask students to brainstorm the traits they look for in a friend. Ask them to pretend that Character ED has all of those traits. Ask students to tell what they think he would do in different situations. You can start with the cartoon, or everyday situations can be teachable moment: "What would Character Ed say about cutting in line?"

CSF Patience is enduring the skill levels of younger children when playing a game. Tell about a time when you were patient with a family member or friend. Encourage students in your class to tutor or mentor a student from another class.

CSF Each day choose a different person that students are likely to interact with, such as a friend, parent, sibling, and teacher. Brainstorm ways to show caring to each of these persons. Have students do one idea for homework.

CSF Role play - provide an opportunity for students to walk a mile in someone else's shoes - choosing a real person, someone with a handicap or a character from literature.

CSF Select a recent news story that includes a tragedy and a compassionate response. Discuss how tragedies often bring out the best in people and why they think that is or isn't so.

CSF Imagine a helpful invention which could probably never become a reality. For example a gadget which would analyze the world's problems and tell how to solve them. Ask students to demonstrate their invention to the class.

CSF Make a list of the people that students think care about them. How do these people demonstrate caring? Ask students to put their own names on the top of a sheet of paper, then rotate the papers so that every one has an opportunity to say something positive about each person.

CSF Practice finding the good in other people by finding the good in even the worst characters in literature.

CSF Teach students active listening skills, body language, rephrasing, and tuning-in to feelings. Pair up students and ask them to interview each other one at a time. These interviews can be used to introduce students to the rest of the class, or they can play the "New Friend Game." To play have students sit in two rows opposite their partners, ask students questions, like, "What type of music would they have on at home?" Give the teams points for matching answers.

CSF Discuss and give examples of whether or not these old adages are true, " To have a friend you must be a friend.," or the old adage "Sticks and stones may break my bones but words can never hurt me."

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Subjects to Consider

Social Studies - Identify themes and dilemmas throughout history: prejudice and intolerance versus civil rights; treatment of ethnic groups such as Native Americans, Jews, and Japanese during World War II; war and peace; greed vs. giving; attitude towards slavery.

Science -Take care of class pets or a bird feeder. Study explanations for the eating habits, illnesses, and behaviors of the animal you have chosen.

Math - Ask students to keep count and produce charts analyzing the frequency of kind remarks. This could be compared to the frequency of unkind remarks.

Language Arts - Ask students to rewrite the end of a story as if a character were more compassionate than depicted.

Art - Ask students to design and send holiday or thank-you cards.

Physical Education - Discuss how your team treats the other team after a win or loss. What is good sportsmanship?

Music -Discuss and explain the history and tradition of "Love" songs in our culture.

Health- Discuss how reading body language helps us understand each other better.

WOW
World of Work

Forgive

That slight misdeed of yesterday,
Why should it mar today?
The thing he said, the thing you did,
Have long since passed away;
For yesterday was but a trial;
Today you will succeed.
And from mistakes of yesterday
Will come some noble deed.

Forgive yourself for thoughtlessness,
Do not condemn the past;
For it is gone with its mistakes;
Their memory cannot last;
Forget the failures and misdeeds,
From such experience rise,
Why should you let your head be bowed?
Lift up your heart and eyes!

Author Unknown

Ask students to discuss in groups their interpretations of this poem. Talk about how mistakes are how we learn. Relate this to the **World of Work** and what employees need to do when they have made a mistake.

Parent Corner

KIND WORDS COST LITTLE, BUT ACCOMPLISH MUCH

Provide your children with unconditional love. Help them understand that you will always love and support their efforts, even though you may not always agree with them or approve of what they are doing, or what they have done. The world can be a tough place growing up and everyone needs to feel appreciated and supported. If children do not get these needs met at home they will find another group of people that they feel meets these needs, they may even turn to gangs. This does not mean that you overlook or accept "bad" behavior, but consequences can be provided without anger . Tough problems can be solved together with the responsibility for correcting or improving the behavior/situation still falling upon the child.

Parents can bring out the best in their children by emphasizing what they have done right or what they could do, instead of what they have done wrong. Studies have shown that encouraging and expecting the best in our children is the best predictor of success.

Teach by example. During this month be extra friendly and polite to everyone including your children. Use please, thank you, and excuse me profusely. Smile a lot and let them know they are loved. Sit down, look them in the eye, and really listen to what they are saying. Try to put yourself in their place.

Watch television with your child and use this opportunity to talk about situations in which characters are mean and hateful. Point out alternative ways that characters could have chosen to act.

When your child begins to say things or act in ways that will hurt others, immediately [illegible] how that behavior makes others feel. Clearly establish or restate your family's beliefs or rules for the treatment of others. For example; "If you don't have anything nice to say, don't say anything at all," or "Treat others as you would like to be treated."

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Early Childhood Activity

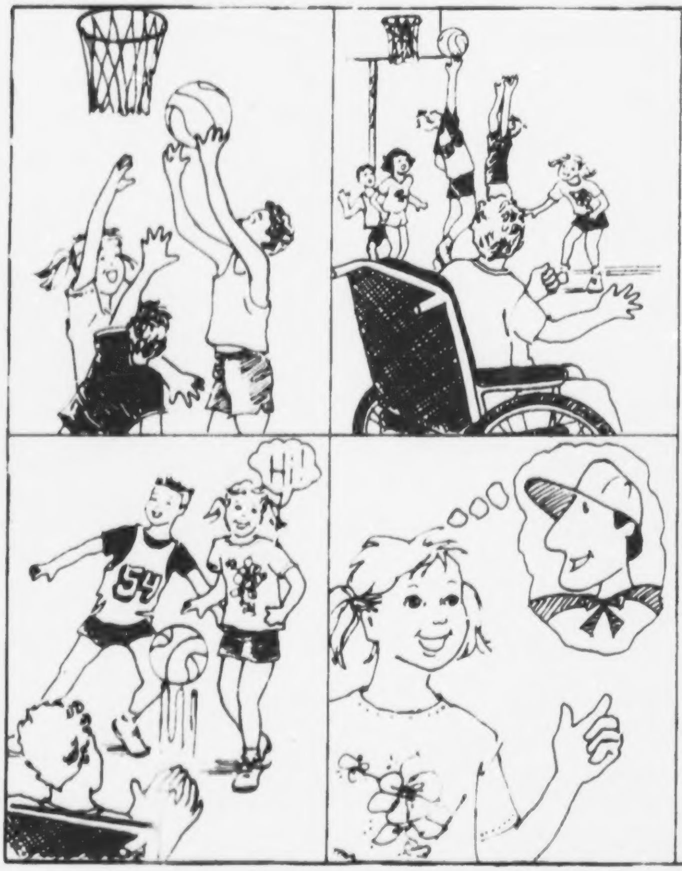
Stellaluna, by Janell Cannon. Stellaluna, a baby fruit bat, is separated from her mother and falls into a nest of baby birds. In order to stay with the other babies, Stellaluna must eat bugs and act like a bird. She eventually is reunited with her mother. Stellaluna and the birds learn that you can be very different and still feel alike.

Activity: Discuss caring for each other and treating others the way you want to be treated. Discuss bats and birds.

Read the book. Discuss what is different about a bat and a bird; i.e. eating fruit versus bugs, sitting on limbs verses hanging upside down; flying at night versus during the day.

Small group - Provide a variety of soft fruits (mangos, bananas, plums, peaches). plates and knives. Invite the children to cut up and sample the different fruits. Write words generated through the various tastes.

Grade	READING MATERIALS
K-2	Koko's Kitten by Patterson - A real life story of a gorilla who cares for a kitten and speaks in sign language.
	Frog and Toad are Friends by Lobel - Two special friends who go to great lengths to show they care.
	A New Coat for Anna by Ziefert - After many months a mother's determination produces a beautiful gift.
	It's Mine by Lionni - Three selfish frogs learn the value of kindness from a toad who helps them.
3-5	The Aunt and the Elephant by Peet - A small character helps a bigger one solve a problem.
	The Giving Tree by Silverstein - A story about the selfless act of giving and giving.
	Sachiko Means Happiness by Sakai - A girl deals with loving her grandmother with Alzheimer's disease.
	Badger's Parting Gifts by Varley - The woodland animals share memories when one of their friends dies.
6-8	After the Rain by Mazer - A 15-year-old learns to love and appreciate her dying grandfather.
	Almost a Hero by Neufeld - A boy balances responsibility with good deeds in a service-learning project.
	The Watsons' Go to Birmingham by Curtis - An African -American family take a poignant trip together.
	What About Me? by Rodowsky - A teenager has mixed feelings towards her brother with Down Syndrome.



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Draw your own conclusion

Are there things that we take for granted that others can not do? What would it be like to not be able to walk around, see or hear? When we see someone who appears different, how would they like us to react? How does this apply to everyone, not just people with disabilities?

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Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for January
COMMITMENT

Binding yourself to a course of action despite obstacles:
Make yourself a promise and keep it.

WEEK 1

Genius is one percent inspiration and ninety-nine percent perspiration.
Thomas Edison

A journey of a thousand leagues begins with a single step.
Lao-tzu

Life is like riding a bicycle. You don't fall of unless you stop pedaling.
Anonymous

The difference between the impossible and the possible lies in a man's determination.
Tommy Lasorda

Remember that overnight successes usually take fifteen years.
Anonymous

WEEK 2

Be like a postage stamp stick to something until you get there.
Josh Billings

When you are committed to something, you accept no excuses: only results.
Kenneth Blanchard

Character is determined by what you accomplish when the excitement is gone.
Anonymous

If you are not sure where you are going, you are liable to end up someplace else.
Robert F. Mager

Little strokes, fell great oaks.
Anonymous

WEEK 3

The man who does things makes many mistakes, but he never makes the biggest mistake of all-doing nothing.
Benjamin Franklin

The only limitation is in your own mind.
N. H. Moos

Climb high, climb far. Your goal the sky. Your aim the star.
Anonymous

I can't imagine a person becoming a success who doesn't give the game of life everything he's got.
Walter Cronkite

A man can fail many times, but he isn't a failure until he gives up.
Anonymous

WEEK 4

One reason for doing the right thing today-is tomorrow.
Anonymous

Do ti! Move it! Make it happen! No one ever sat their way to success.
Anonymous

A good friend is like toothpaste. He comes through in a tight squeeze.
Anonymous

A jug fills drop by drop.
Buddha

The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher.
Thomas Huxley

RELATED WORDS

Perseverance
Loyalty
Faithfulness
Trustworthiness
Persistence
Goals
Dedication

Commitment to:

Friends and family
Learning/knowledge
Being the best you can be
A healthy life-style
Ideals
Community
Excellence
Relationships

Try putting activities for families in your school newsletter

PRACTICAL APPLICATIONS

- Being willing to finish what we start
- Being true to friends and family even when they are not around
- Doing what we say we will do.
- Being on time
- Giving our best effort
- Keeping promises
- Following through with something even though there may be challenges
- Setting goals for ourselves and persisting in their accomplishment.
- Having a clear vision of what we want to accom
- Believing that "we can succeed". "We cannot c stently perform in a manner inconsistent with our self-image."..Dr. J. Brothers
- Understanding the importance o rking independe vell as the benefits of teamwor
- Breaking tough tasks into manageable steps
- Committing to a personal belief and sticking to it ev hen it may be unpopular (i.e. , not smoking)
- Making goals and seeing them through
- Commitment to relationships and problem solving

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KEY

C = COMMUNITY S = SCHOOL ACTIVITIES F = FAMILY ACTIVITIES

C S F	Encourage students to develop short-range and long-range goals and a plan of action.
C S F	Discuss the quote ***"A winner is someone who sets his goals, commits himself to those goals and then pursues his goals with all the ability given him."*** Then write New Year's Resolutions and commit to keeping them.
S F	Discuss the relationship between commitment and responsibility.
C S F	Ask students to think of a goal they would like to accomplish. On a 1-10 number line ask them to list under the 10 what a person really committed to reaching that goal would be doing (i.e., re search, writing letters, interviewing, studying at least 1/2 hour per night, etc.) Under number one have them list what someone who has given up might be doing. Ask them where they fit on the number line on that day. Ask where they would like to be, and what behaviors they would need to develop to affect that change. This exercise helps them see their own responsibility in this process This process can be used for other traits of character as a whole.
C S F	Have students outline the commitment it took to become a free nation.
C S F	Discuss a leader that was committed to a certain cause or ethical decision.
C S F	Emphasize the importance of working hard and striving for their best effort. Discuss how our own expectations and the expectations of others affect our efforts.
C S F	Discuss The Tortoise and the Hare and how it relates to the quote. ***"The race is not always to the swift but most often to the one who keeps on running."***
C S F	Provide and recognize opportunities for students to: *"Know what is right in their head (cognitive), feel the need to do what is right in their heart (emotional), and activate the will to do that which is right (behavioral)"* ...Thomas Lickoma
S F	Encourage their commitment to building positive character traits by implementing the Character Exercise Chart. This is based on the analogy that exercising muscles is to building strong bodies as exercising good character is to building strong character. Students brainstorm ideas (for example smile and make a new friend, wait patiently, say 'No' when asked to do something wrong.) The students decide which character building exercises to enter in the 12 boxes on their individual grids. Let them tally how many times they do each exercise. In order to emphasize that "character is what you do when no one else is looking." students can keep their own charts.
C S F	Read biographies about individuals who have overcome great difficulties to reach their goals, for example: Helen Keller, Jackie Robinson, Gloria Estefan, Dr. Martin Luther King, etc.
C S	Provide extra credit for writing about "What commitment means to me," or the quotes.
S F	Discuss what their parents' commitment to them means to them and what commitments they feel. Discuss commitments students have made outside of school (i.e., music lessons, scouts, sport, church, pets, etc.) Talk about obstacles that make it difficult to keep these commitments.

Subjects to Consider

Social Studies - Discuss how the commitment of famous historic figures helped mold our country.

Science -Discuss how it took great commitment on the part of many inventors to work through numerous problems to attain success. Thomas Edison had many more failures than successes.

Math - A commitment to memorizing basic facts and formulas will help students become more successful.

Language Arts - Ask students to improve their reading by making a commitment to read regularly.

Art - Ask students to design and send holiday or thank-you cards.

Physical Education and Health (Wellness) - Help students understand the importance of being committed to a healthy life-style, including eating right, exercising and being drug-free.

Driver's Education- Making the commitment to buckle-up.

WOW
World of Work

Goals serve as a stimulus to life. They tend to tap deeper resources and draw out of life its best. Where there are no goals, neither will there be significant accomplishments. It is difficult to resist instant gratification for a long-term commitment, when you see no future or have no goals.

Here are some suggestions from Hal Urban that will help students get started in goal setting. Help students:

- **Understand the difference between a goal and a wish**. A wish is a vague dream (being rich) that happens to us. A goal is something we can specifically plan for.
- **Write down their goals** and make them specific. Writing the goals is the first step towards commitment. Seeing them on paper is a first step towards making them a reality.
- **Categorize and balance their goals**. Students can include goals related to careers, family, fun, spiritual, etc.
- **Review and revise their goals**. Explain that they may change as they grow older.

From **20 Things I Want My Kids to Know** by Hal Urban

Parent Corner

GOALS ARE DREAMS WITH DEADLINES

People with goals succeed because they know where they are going. ...Earl Nightingale

Success is the progressive accomplishment of worthy goals. Success doesn't happen by accident. It happens by design. Living without goals is like going on trip with no destination. If you don't know where you are going, you will probably never get there. The following are some of the benefits of setting goals:

- **Motivation**. Goals give us a reason to start moving towards something.
- **Independence**. Goals help us take charge of our lives and choose our paths, instead of following the crowd.
- **Destination.** We are far more likely to get someplace when we know where we are going.
- **Meaning**. Goals give us a sense of purpose and add meaning to our lives.
- **Enjoyment.** How can you be bored when you have exciting things to do? Our lives become more fun.
- **Fulfillment**. Goals help us reach our potential. Each successful step towards our goal builds confidence.

From **20 Things I Want My Kids To Know** by *Hal Urban*

As parents one of the greatest gifts we can give our children is to teach them how to turn dreams into goals by breaking them into reasonable steps that include time limits. For example my dream is to be rich. My goal is to get 3.5 average so that I can get into college. The second is easier to plan for and accomplish. Jack Canfield suggests putting a drawing of a football field on your refrigerator. Have the whole family put his/her names and his/her goals on paper footballs. When someone in the family accomplishes their goal move the football over the goal post. Celebrate as a family with time together. Everyone celebrating together encourages each family member to help each other reach their goals.

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Early Childhood Activity

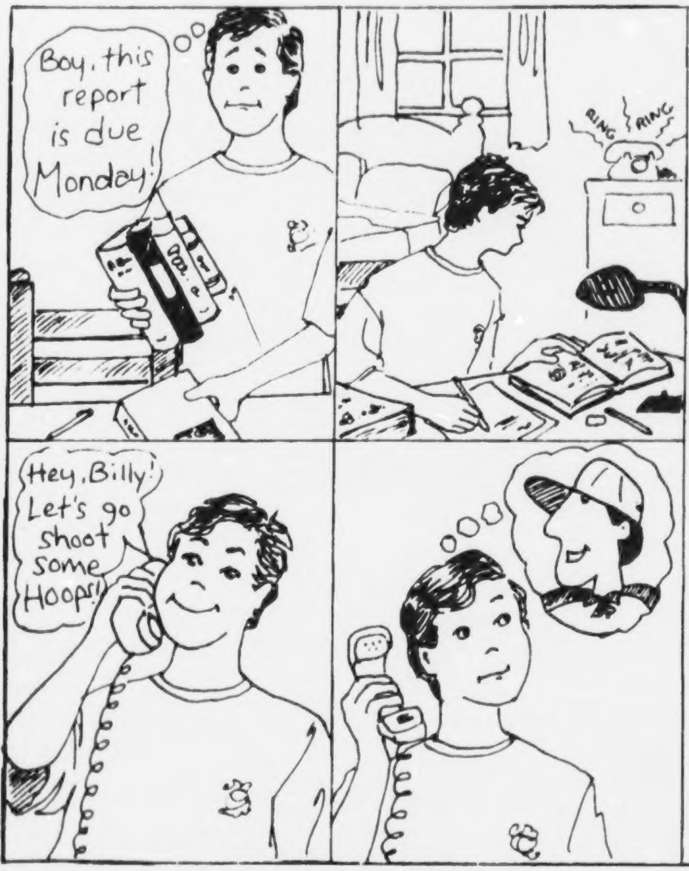
The Little Engine That Could by Watty Piper. A little red engine is carrying toys and good food to the other side of the mountain. Her engine quits, but finally a little blue engine comes along to help her over the mountain. As the blue engine pulls its heavy load it says, "I think I can. I think I can."

Activity: Talk about trains; talk about going over hills, maybe on a bike, talk about going up and over. Talk about how it takes hard work and commitments to work to get up the hill.

Read the book. Discuss things that may be hard to do but we do them because we want or need to.

Small group - Provide "train type" materials using linking legos and blocks. Invite children to build hills for the "trains" to travel over. Or ask children to draw pictures on the trains of things they would be willing to work hard to achieve.

Grade	**READING MATERIALS**
K-2	The Little Red Hen by Galdone -This folktale illustrates a lesson in the rewards of hard work.
	Charlotte's Web by ? -Charlotte demonstrates her commitment to her friends and her young.
	The Little Engine That Could by Piper The little train was committed to taking the toys over the mountain
3-5	Lesson's Learned from the Uncommon Friends by Foundation - Available to all 4th grade teachers.
	Thomas Edison by Nirgiotis - Edison overcame many failures before perfecting many inventions
	Charles Lindbergh, Hero Pilot by Collins - The commitment of Lindburgh's solo flight.
	Jim Abbot, Star Pitcher by Gutman - A star major league pitcher who was born with no right hand.
6-8	Kidstories by Delisle - Stories of 20 real kids and the things they did great and small.
	Hatchet by Paulson - After a plane crash, A13-year old boy must figure out how to survive by himself.
	Homecoming by Voight - After being abandoned by their mother, A 13-year-old cares for her siblings.
	What About Me? by Rodowsky - A teenager has mixed feelings towards her brother with Down Syndrome.


Boy, this report is due Monday!
RING RING
Hey, Billy! Let's go shoot some Hoops!

To Districts/Schools Outside of Lee County

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Draw your own conclusion

Are there times when we would rather do something else than complete the task at hand? What would happen if he didn't finish his project, what would happen if he did? Talk about how it is sometimes important to pass up short-term gratification or long-term goals. Relate this to drugs.

Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for February
Honesty

Being truthful

Tell The Truth

WEEK 1

Honesty is the best policy.

Miguel de Cervantes

Dishonesty is like a boomerang. About the time you think all is well, it hits you in the back of the head.

Anonymous

Honesty is the first chapter in the book of wisdom.

Thomas Jefferson

This above all; to thine own self be true, and it must follow, as the night follows day, thou canst not be false to any man.

Shakespeare

To be trusted is a greater compliment than to be loved.

J. Macdonald

WEEK 2

Sincerity is the highest compliment you can pay.

Ralph W. Emerson

Better are the blows of a friend than the false kisses of an enemy.

Thomas Becket

It takes two to speak the truth - one to speak and another to hear.

Henry David Thoreau

A man's character is like a fence it cannot be strengthened by whitewash.

Anonymous

The truth, the whole truth and nothing but the truth.

Legal Oath

WEEK 3

If he does really think that there is no distinction between virtue and vice, when he leaves our homes let us count our spoons.

Johnson

Every violation of truth is a stab at the health of human society.

Ralph W. Emmerson

I have never known any one who deserted truth in trifles, that could be trusted in matters of importance

Paley

Truth is not a matter of personal viewpoint

Vernon Howard

No legacy is so rich as Honesty.

Shakespeare

WEEK 4

Always speak the truth and you will never be concerned with your memory.

Anonymous

Flatterers are the worst kind of enemy

Tacitus

I would rather have you truthful and brave then to have a whole orchard of cherry trees

George Washington's Father

The truth is mightier than the sword.

Anonymous

Lands mortgaged may return, but honesty once pawned is never redeemed.

Middleton

RELATED WORDS

Dependability
Keeping Promises
Trustworthyness
Genuineness
Honest Praise
Truthfulness
Fairness
Justice
Sincerity

PRACTICAL APPLICATIONS

* Never stealing someone else's possessions or ideas (cheating)
* Telling the truth in spite of what you think the consequences will be
* Being consistently truthful so that others can trust you
* Helping others maintain honest standards
* Making sure that our motives are unselfish
* Giving praise only when it is sincere
* Giving criticism only when it is constructive
* Understanding that truths out of [illegible]ext can be deceivin[illegible]
* Understanding that "spins" on th[illegible]h can be create[illegible]ther a particular point of view
* Understanding that people can see the same incide[illegible]eport it differently often causing conflicts
* Being a good friend involves honesty
* Omitting information can be as damaging as outright dishonesty

Try putting activities for families in your school newsletter
Character ED

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ACTIVITIES

C=Community Activities   S=School Activities   F=Family Activities

CSF	Ask students to develop skits that culminate in honest and dishonest decisions. Ask to include the consequences in each scenario.
CSF	Students can create their own cartoons depicting **Character ED** in different situations. Cartoons could depict what would happen if ED told the truth and another cartoon depicting what would happen if he didn't. Students could do this in teams. This could be tied into literature or **social studies.**
CSF	Brainstorm the different ways there are to be dishonest. Turn the situations around so that the student is the one being lied to. Discuss how that feels.
SF	On a blank sheet of paper have students trace their hands, draw a large heart inside the palm, and draw a picture of themselves inside the heart. While they are doing this explain how this depicts the three areas of character development. The head learns the principles, the heart understands why and when to use the principles, and the hand puts understanding into actions. Ask them for examples of their experiences in thinking through decisions.
CSF	Discuss plagiarism and how to give proper credit.
CSF	Ask students to think of people in their lives or in literature whom they consider trustworthy. Develop a list of characteristics.
CSF	Have students find examples of advertising that purposely mislead the public. Discuss how the truth can be misleading: for example, products that claim that they are sugar free but contain other high calorie sweeteners such as molasses and corn syrup. Students can create honest advertisements.
CSF	Discuss who really ends up paying when you cheat or steal from companies.
CSF	Write an acrostic using the word Honesty.
CSF	Read the Little Boy Who Cried Wolf. Talk about telling the truth, but remember if you don't have anything nice to say - sometimes it is better to say nothing at all. Ask students to make pop-up books with honesty on the outside and a quote or act illustrated as a pop-up.
CSF	Find a character in literature or history who has been affected by not telling the truth.
CSF	Discuss classroom disruptions. Do they "steal" learning time from other students?
CSF	Read and discuss biographies of Presidents Washington and Lincoln. Talk about how they are remembered for their honesty and character.
CSF	Admit mistakes and seek to correct them. Discuss why "mistakes are for learning" and how no one doe anything perfectly the first time.
CSF	In a newspaper or magazine, find an example of a person who was honest or dishonest. Write a paragraph about the situation and identify the choices that person made. What were the consequences?

Subjects to Consider

Social Studies - Discuss historic figures and how their honesty or dishonesty changed history. Discuss presidents known for honesty such as Lincoln or Washington and how this trait was highly regarded and reported in stories over the years.

Physical Education - Rainy days or times of student conflict provide an opportunity for students to really listen to each other's concerns and brainstorm better solutions. See below.

Language Arts - Read Matilda, Who Told Lies, and Was Burned to Death. (Book of Virtues) Compare this to The Boy Who Cried Wolf. Ask students to write a poem or story about a lie and its consequences.

Health (Wellness) - Being honest with oneself means understanding ourselves and the reasons for the decisions we make.

Math - Discuss how numbers never lie but can be interpreted to support different points of view.

WOW - World of Work

From; *20 Things I Want My Kids to Know* by Hal Urban

There seems to be an attitude in the world today that dishonesty is OK, "Everybody's doing it." Seeing what we can get away with has almost become a sport. But dishonesty takes its toll in many ways. Schweitzer once wrote that we can't have reverence for life unless we develop a code of ethics, which includes honesty and truthfulness. Dishonest employees cost businesses money every day. We have been caught in a battle between right and wrong and good and evil since the beginning of time. We have choices to make everyday. Employers are interested in hiring people they can trust. In many cases this may be more important than skill.

William James, in his book To Thine Own Self Be True, explains that dishonest behavior is at the root of most psychological problems. Dishonesty is unhealthy for our spirit as well as our physical well being. The effort to sustain a false impression places enormous stress on the nervous system, hence the ability of lie detectors to record dishonest statements.

Dishonesty usually catches up with us. It ruins relationships and prevents us from fulfillment. Dishonest habits become roadblocks to success in business and experiencing our true selves.

Honesty affords a peace of mind. We do not have to constantly cover up or remember the last lie we told to whom. Honesty strengthens relationships and builds trust. We can only be all that we are capable of when we are honest with ourselves.

Parent Corner

Teaching Children to Problem Solve Situations

When children get into difficult situations they look for a way that will help them look better to the people they want to impress or get out of doing something that they don't want to do. By brainstorming other alternatives and their consequences, children can explore better ways of solving difficult situations than being dishonest.

First discuss with your child your family's values about honesty and what you expect. "Actions speak louder than words." Parents can help their children to become honest adults by being honest role models. Talk to them about the consequences of being dishonest, not only from their parents, but also about how one lie leads to another and gets the liar into more and more trouble. Talk about the fable, The Boy Who Cried Wolf, and how it is difficult to trust someone who has a reputation for being dishonest.

Look for teachable moments to help your child brainstorm positive choices. For example, Sally asked Eddie if he had finished his homework when he wanted to go out to play with the neighborhood kids. He knew that he had a couple more math problems and needed to study for his spelling test, but he said, "Yeah, Mom," and continued playing. Later that evening Sally found out that Eddie's homework wasn't finished. She did not let him off the hook for lyin; he had to stay in the next day. During that time she asked Eddie to brainstorm other things he could have done. Eddie responded that he could have gotten started earlier instead of watching television, he could have told his mother the truth and promised to finish his work after dinner (with the condition that this would be done on a trial basis; if it did not work out, there would be consequences), or he could have worked ahead the evening before. They discussed the pros and cons of each choice, and after careful consideration, Eddie promised to handle the situation differently next time.

Children and adults are faced with difficult choices every day. Helping our children think about and weigh a variety of responses will help them make more successful choices.

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Early Childhood Activity

Pinocchio by Lorenini. A puppet is transformed into a little boy, but when he doesn't tell the truth his nose grows, and he gets into difficult situations.

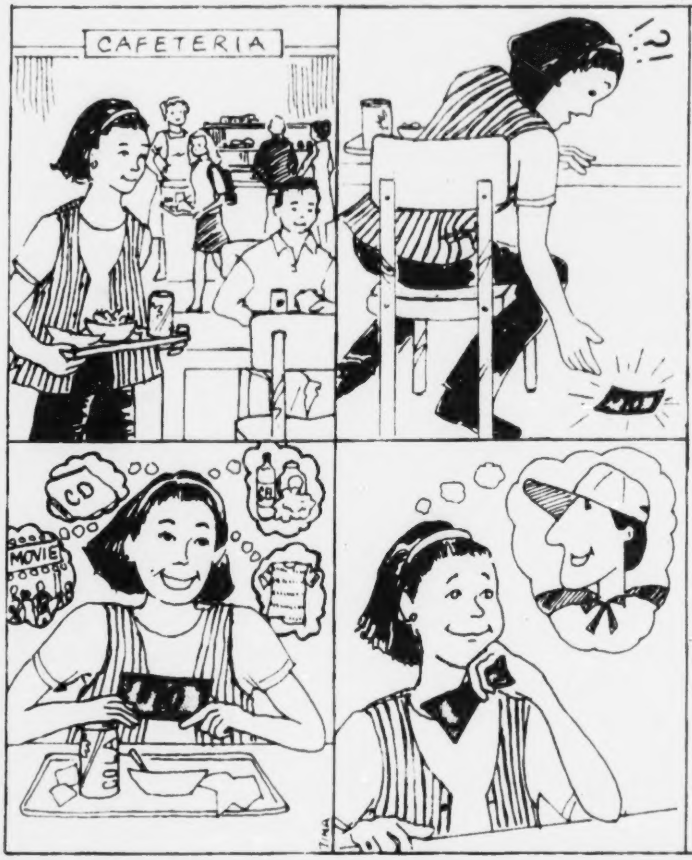
Activity: Talk about the difference between a lie and the truth. What happens when we lie? Can anyone remember when that got them into more trouble?

Read the book. Discuss things that may be hard to do, but we do them because we want or need to.

Small group - Provide a drawing of Pinocchio without a nose. Have the children put a round nose on him if what you say is the truth and a longer triangular nose on him when you say something that is not true.

READING MATERIALS

Grade	
K-2	Andy and the Lion by Ormerod - A powerful lesson about the value of keeping one's word
	The Boy Who Cried Wolf by Aesop - A boy learns what can happen when he continuously tells lies
	Pinocchio by Lorenini - This magical puppet/boy's nose grows when he tells a lie
3-5	Max Malone and the Great Cereal Rip-Off by Herman - Max is tempted to be dishonest with a youngster
	The Big Lie by Leitner - Isabella finds out how leaders during World War II tell "the Big Lie" to victims
	The Animal, the Vegetable, and John D. Jones by Byers - Two families learn honesty and family harmony
	Maggie Marmelstein for President by Sharmat - Maggie learns about making campaign promises
	Number the Stars by Lowry - A girl, during WW II, is concerned about her parents lying to protect Jews
6-8	The Story of Regulus by Baldwin - The Legend of Regulus keeping his word immortalized him in Rome
	Honest Abe by Alger - Habits of a truthful heart begin early in life
	The Emperor's New Clothes by Andersen - Honesty, unlike new clothes never goes out of fashion



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Draw your own conclusion

Are there times when it seems tempting to take something that does not belong to you or to tell a lie? What might happen if the girl in the cartoon keeps the money? How would you have felt if it was your money she had found?

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Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for March
Courage

The personal strength to face difficulties, obstacles, and challenges

Be brave, make positive choices

WEEK 1

If at first you don't succeed, try, try, again.

Anonymous

If fifty million people do a foolish thing, it is still a foolish thing.

Anonymous

What you believe yourself to be you are.

Claude M. Bristol

A man of character finds a special attractiveness in difficulty, since it is only by coming to grips with difficulty that he can realize his potentialities.

Charles DeGaulle

Act as if it were impossible to fail.

Anonymous

WEEK 2

The only thing we have to fear is fear itself.

Franklin D. Roosevelt

You only feel the victory if you accept the challenge.

Anonymous

All our dreams can come true if we have the courage to pursue them.

Walt Disney

It takes courage to push yourself to places you have never been before... to test your limits, to break through barriers.

Anonymous

Courage is not the absence of fear, rather it is the ability to take action in the face of fear.

Nancy Anderson

WEEK 3

The right angle to approach a difficult problem is the "try-angle."

Anonymous

Don't be afraid to go out on a limb. That's where the fruit is.

Arthur Lenehan

Courage is what it takes to stand up and speak: it is also what it takes to sit down and listen.

Anonymous

In the middle of difficulty lies opportunity.

Albert Einstein

Moral courage is a more rare commodity than bravery in battle or great intelligence.

John F. Kennedy

WEEK 4

All glory comes from daring to begin.

Eugene F. Ware

Don't be afraid to take a big step if one is indicated. You can't cross a chasm in small steps.

David Lloyd George

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones

The key to your universe is that you can choose.

Carl Frederick

Ingenuity, plus courage, plus work, equals miracles.

Bob Richards, pole vaulter
2 Olympic gold medals

RELATED WORD

Bravery
Fearlessness
Firmness
Self-determination
Fortitude
Challenges
Choices

PRACTICAL APPLICATIONS

* Planning options to face something that takes courage.
* Understanding the difference between courage and foolishness.
* Telling the truth in spite of the consequences.
* Believing in our abilities, despite odds.
* Doing what we feel is right even in a crowd that does [illegible]
* Apologizing and admitting mistakes, and accepting the consequences.
* Resisting the temptation to do wrong.
* Willing to replace our wrong decisions with the right ones.
* Taking the first step in a difficult or new task.
* Following our dreams and goals.
* Having the courage of our convictions.
* Taking reasonable, positive risks.
* Taking pride in being unique.

If courage always provided an immediate reward, everyone would be courageous
Character ED

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Activities

C= Community Activities   S= School Activities   F = Family Activities

CSF	Given sample situations, ask students to decide which choices are courageous and which are foolish. For example: Walking away from a fight vs. fighting, making fun of someone vs. standing up for someone, doing something because your friends expect it vs. doing what you know is right.
CSF	Have students interview someone who has come here from another country. Ask them to tell about the courage it took to move to a new place.
SF	In cooperative learning groups, have students study a quote and explain it to the rest of the class through a skit, story, artwork, poster, etc.
CSF	What would the world have missed if Walt Disney or Thomas Edison had not had the courage to follow their dreams?
SF	Play telephone; have the students pass a whispered message around a circle. Discuss having the courage to be a peacemaker; understanding the whole story before you follow the crowd; why it is important not to listen or act on rumors, and having the courage to talk to the source directly to clear up any misinterpretation or misinformation. Discuss how students sometimes alter or start rumors as a form of peer pressure.
CF	Watch a favorite TV show and report about whether the characters were demonstrating courage or foolishness.
CSF	Discuss having the courage to address difficult situations. Teach students how to define the problem and look for a variety of solutions. This process can be practiced with examples from students, literature, or history. This can be related to conflict resolution and mediation to help students find the courage to solve individual problems. Successful people often have more than one alternative.
SF	Discuss obstacles in our lives and how it takes courage to overcome them. Read about and discuss Helen Keller, Stevie Wonder, Franklin Roosevelt. Discuss the meaning of bravery.
CSF	Invite survivors of the Holocaust to speak to your students about incredible courage.
CSF	List what someone with courage looks like as a group activity. Explain how the purple heart has long been a symbol of soldiers being courageous in battle. Have the students cut out their own purple heart and list or draw things they have done that took courage.
SF	Discuss or write about: "What would you do today if you knew you couldn't fail?"
SF	Discuss the phrase, "Have the courage of your convictions." How can students show this?
CSF	Develop a student group that meets to write and produce skits and vignettes using the quotes and/or original material about the character traits.
SF	Discuss: To dream anything that you want to dream. That is the beauty of the human mind. To do anything that you want to do. That is the strength of the human will. To trust yourself to test your limits. That is the courage to succeed ....Bernard Edmonds
CSF	Encourage goal setting. Discuss the quote: "We all live under the same sky, but we don't all reach for the same stars." Encourage students to develop their own short and long-term goals. 1. Define the goal (that is within the student's ability to influence) 2. Outline the steps needed to achieve the goal. 3. Consider possible blocks and ways of dealing with them. 4. Set deadlines, break up the task if necessary and set deadlines for parts. ...Quest

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Subjects to Consider

Discuss the difference between a celebrity and a hero and the different traits that make them famous. Celebrities are made famous by the media. They make news but not necessarily a positive impact. Heroes are known for achievement, portraying ideals, and making a difference in the lives of others. Heroes have the courage to overcome or persist in order to achieve their goals. Heroes may not be great to everyone, but they have a powerful impact on the people around them.

History Ask students to report about someone from history who they considered a hero. How did this person exhibit courage? How would they solve a related problem today? Discuss the courage it took to bring about change in the history of our country or the world.

Literature Ask students to write about people in literature or people in their own lives that they consider heroes. How did they exhibit courage?

Health Discuss the difference between courage and risky behavior. Discuss having the courage to say no to peer pressure. Encourage students to set long term goals and discuss what they will need to do to achieve these. What may they have to give up along the way?

Creative Writing Write a story about a character who has to make a choice that requires courage.

Social Studies Bring in or have students interview people that they think are heroes in their community.

WOW - World of Work

It Takes Courage to Be Successful!

It takes courage to apply for a job, walking into the unknown. One way to help this is with practice. Practice filling out applications and role play interviews. Employers want to know what you can offer their business, not what their business can do for you. Think about your answers to questions they might ask in advance. Like: Why would you like to work here?

It takes courage to admit mistakes. Covering up mistakes on the job can lead to more problems! None of us are born experts. We made several mistakes before we learned to walk, but from each of those mistakes we learned to eventually master the task of walking. In the world of work ask questions when you are not sure. Learn from the mistakes you make so they are not repeated.

It takes courage to try something new, a new job or a new task. Very often once we master a task at work, we are given more difficult things to do; that's what getting promoted is all about.

Parent Corner

Teaching Children to Be Brave (But Not Foolish)

Courage is taking reasonable risks. Encourage children to make good decisions by allowing them to practice good decision making at home. Offer choices; let them see that the choices they make have positive and negative consequences. For example, if your son is bouncing the ball in the house you can ask him to either bounce the ball outside or find something quieter to do in the house. If he continues, he needs to understand that this was a poor choice, the consequence of which is that the ball will be taken away. When decision making is encouraged early and consistently, children are more able to muster the courage to stand by the decisions they make.

This includes helping children and young adults develop a resistance to negative peer pressure by helping them learn to evaluate their choices. It is often difficult to chose between immediate pleasure, what is easier or feels good now, and long term goals; what actions would have positive future consequences. Young adults can get into difficult situations when they do not have the courage to ask about what others are inviting him to do.

Courage is not something we can demand from children; it grows from the experience of making good choices that provide successful outcomes. Children and young adults need to feel capable of handling difficult situations. Help them think through several alternatives; very successful people have fall-back options. For example [illegible] son suggests that he doesn't want to go to school because someone is picking on him on the bus. Ask him to list some solutions to this problem. List them all including not going to school, or hitting the other boy first, until you get some more workable alternatives. Go over the list with him and ask what would happen or be the consequences of each alternative. Have him chose the ones that will most likely provide a positive consequence.

Clarify the difference between courage and loudness and lack of courage and shyness. This will [illegible] your child see that courage is a quality of character, not personality. Explain that there is a quiet courage - the courage [illegible] say no to something that is wrong or to say hello to a child who has no friends.

We all make decisions every day. It is important that we help our children have the courage to think through their choices and resist the pressures from others in order to do what they feel is right.

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Early Childhood Activity

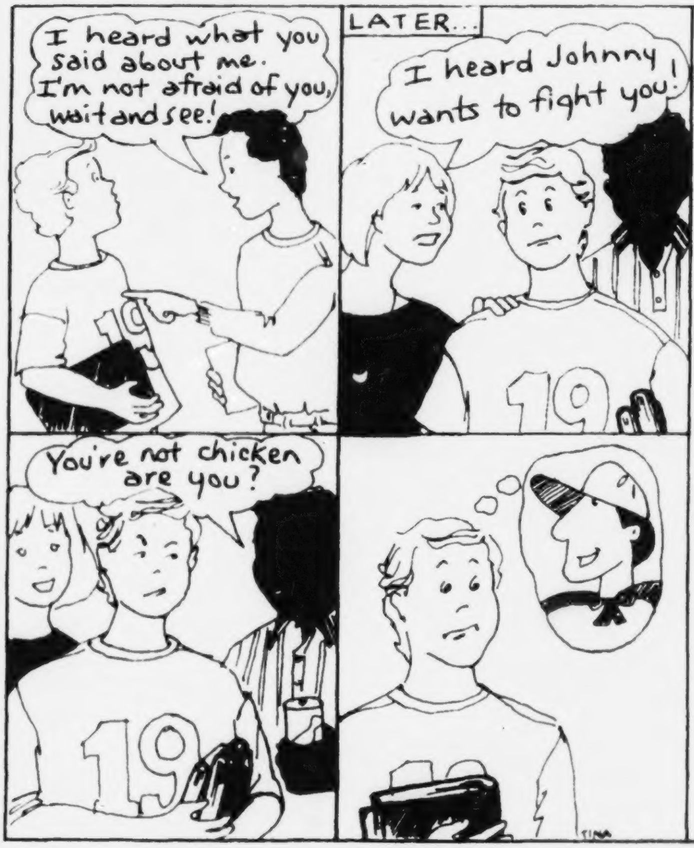
Amazing Grace by Mary Hoffman and Carolyn Binch. Grace is a young girl who loves to act out stories. Auditioning for Peter Pan, her classmates tell her that she can't get the part because she is a girl and she is black. Her Nana proves to her she can be anything she wants to be. Grace goes on to give a great performance as Peter Pan.

Discuss: facing problems, being brave, things we can't do yet, but will be able to do someday.

Read the book. Discuss what Grace accomplishes and introduce the word courage.

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, paints, and large drawing paper. Invite the children to draw/paint pictures of things they can do. Label the pictures.

ELEMENTARY		BOOKS	SECONDARY
Book	**Author**	**Book**	**Author**
Chicken Little	Lorenzini	The Minotaur	Andrew Lang
The Book of Three	Alexander	I Heard the Owl Call My Name	Craven
Hansel and Gretel	The Brothers Grimm	If—	Rudyard Kipling
My Brother Sam Is Dead	Collier/Collier	Crackling Day	Abrahams
The Brave Mice	Aesop	The Frog Prince	The Brothers Grimm
The Sign of the Beaver	Speare	Missing May	Rylant
Miss Maggie	Rylant	Rosa Parks	Kai Friese
Child of the Silent Night	Hunter	The Road Not Taken	Robert Frost
Very Last First Time	Andrews	A Raisin in the Sun	Hansberry
Freedom Train; Harriet Tubman	Sterling	The Pearl	John Steinbeck
The Lion, Witch, and Wardrobe	Lewis	Roll of Thunder Hear My Cry	Taylor


I heard what you said about me. I'm not afraid of you, wait and see!
LATER...
I heard Johnny wants to fight you!
You're not chicken are you?
19
TINA

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Draw your own conclusion

Do you sometimes feel that your peers are encouraging you to do something you do not want to do? What are some other things we can do to avoid a fight and still save face? What situations are courageous, and what situations are foolish?

SAFE & DRUG-FREE SCHOOLS

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Communities Build
CHARACTER
It's Everyone's Job!

The School District of Lee County

Character-Building Word for April
Integrity

Adhering steadfastly to a personal sense of honorable and ethical behavior

Sticking to what you know is right

WEEK 1

A person's true character is revealed by what he does when no one is watching.
Anonymous

Ability will enable a man to go to the top, but it takes character to keep him there.
Anonymous

When you walk what you talk... people listen.
Anonymous

The greatest thing in this world is not so much where we are, but in what direction we are moving.
D.W. Holmes

Character is not an inheritance; each person must build it for himself.
Anonymous

WEEK 2

Real integrity stays in place whether the test is adversity or prosperity.
Charles Swindall

A person's true ideals are those he lives by, not always those he talks about.
Anonymous

The height of your accomplishments will equal the depth of your convictions.
Willian F. Scolavino

Keep pace with the drummer you hear, however measured or far away.
Henry David Thoreau

A good conscience is a continual feast.
Sir Frances Bacon

WEEK 3

The man who cannot believe in himself cannot believe in anyone else.
Roy L. Smith

What lies ahead of us and what lies before us are small matters compared to what lies within us.
Ralph Waldo Emerson

Integrity is the glue that holds our way of life together.
Billy Graham

One person with a belief is equal to the force of ninety-nine who only have interests.
Anonymous

Peace is not something you wish for; it's something you make, something you can do, something you are, and something you give away.
Robert Fulghum

WEEK 4

What you value is what you think about. What you think about is what you become.
Joel Weldon

When you know what your values are, making decisions becomes easier.
Glenn Van Ekeren

If you don't stand for something, you'll fall for anything
Anonymous

Success is knowing what your values are and living in a way consistent with your values.
Danny Cox

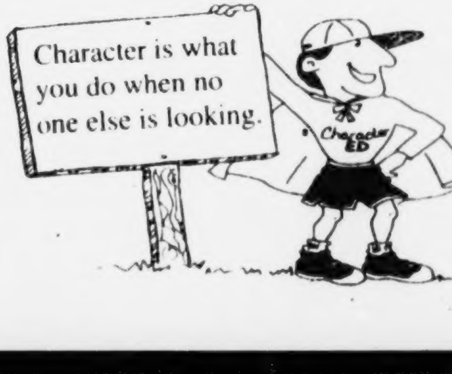
The evil of the world is made possible by nothing but the sanction you give it.
Ayn Rand

RELATED WORDS

Respect
Responsibility
Citizenship
Compassion
Commitment
Humility
Loyalty
Reliability
Kindness
Self-control
Justice
Uniqueness
Honesty
Courage

PRACTICAL APPLICATIONS

- * Putting all of the character traits into action.
- * Doing what you feel is right, whether or not others are watching.
- * Behaving in such a way that people trust you.
- * Doing what is right even in a crowd that doesn't.
- * Admitting that we are wrong and accepting the consequences.
- * Being accountable for our choices.
- * Apologizing, admitting mistakes, and accepting the consequences.
- * Resisting the temptation to do wrong.
- * Willing to replace our wrong decisions with the right ones.
- * Keeping promises and commitments.
- * Thinking before acting.
- * Being a responsible member of our community.
- * Being fair and just to others.
- * Taking pride in being unique.


Character is what you do when no one else is looking.
Character ED

150

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Activities

C= Community Activities S= School Activities F = Family Activities

CSF	Write a story or draw a picture about someone who demonstrates integrity. Examples could include: Abraham Lincoln, Joan of Arc, Aristotle, Florence Nightingale, Francis Bacon, Mother Theresa, Mahatma Gandhi, Jesus Christ, Plato, Confucius, or someone you know. Tell how he/she showed integrity.
CSF	Discuss: I'm the one who writes my own story. I'll decide the person I'll be. What goes in the plot, and what does not is pretty much up to me. (Author unknown)
CSF	Make a chart on the board with four categories: HOME, SCHOOL, WORK, WORLD. Have the students list activities associated with the four areas which exemplify integrity or are the antithesis of integrity.
CSF	List at least 10 ways of stealing besides actually holding someone up or robbing a house, for example forgetting to return money or belongings, or plagiarism.
CSF	Ask students to think about a time when they took a stand concerning something. Maybe they saw others doing something wrong, or were involved in a discussion and they stated their views even though they were unpopular. Discuss how that can feel scary and ask for examples of positive outcomes.
CSF	List and discuss the ethical dilemmas caused by computers/advanced technology. How does this relate to the quote, "A person's true character is revealed by what he does when no one else is looking."
SF	In cooperative learning groups, have students study a quote and explain it to the rest of the class through a skit, story, artwork, poster, etc.
CSF	Discuss campus "issues of character" on a regular basis (vandalism, good deeds, etc.).
SF	Provide students with the opportunity to practice integrity. Discuss and practice the "STAR" ethical problem-solving method; this gives students a process or system to think through potential actions or review past actions for alternatives. It includes; **S**top, take time to think through an action about to be taken **T**hink, make a mental list of the options available in a particular situation **A**ct, choose the best alternative **R**eview, will my action get me further from or closer to my goal, and how will it affect others? This can be used as a short activity also. Ask the class what STAR means; provide a situation; for example, pretend you find a dollar bill on the floor, then ask them to go through the STAR steps when deciding what to do. ...from, *The Case For Character Education* by David Brooks
SF	Have students trace each other on a large sheet of paper or draw a quick self-portrait. Ask students to label their drawings "A person of integrity." Write around the edges or in the center adjectives or adjective phrases describing what they feel or do that shows integrity. They could also do this as a generic activity, or draw "Character ED" listing what integrity means to them.
SF	Write about a special event in your life. How did it affect your character?
CSF	Ask the students to ask their parents what integrity means to them; share these responses.

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Subjects to Consider

The new **Sunshine State Standards** includes Student Performance Standard 5 which focuses on developing ethical and responsible workers. Students are expected to display positive and constructive social skills by following school rules and customs and by respecting the rights and property of others. According to Dr. Philip Fitch Vincent, in his book, *Developing Character in Students*, there are 5 things teachers can include in what they are already doing that will support Standard 5;

Develop rules that are expectation of appropriate behavior. Practice these until they become a habit. If disrespectful behavior is a problem in your classroom, develop a rule that lets students know what is expected. Actually practice this rule during classroom discussions, until it becomes a habit.

Cooperative Learning provides an opportunity for students to promote social behavior. Through structured activities and clear expectations, students will learn how to take individual and team responsibility for outcomes and develop better relationships and understanding of other students.

Teaching for thinking. When students are taught to brainstorm, compare and contrast, understand cause and effect, develop goals, make choices, and interpret and evaluate information, they practice assessing what is stated related to their own experience. This practice will help them make responsible decisions in the future.

Reading for character. Good literature requires readers to reflect on the actions and circumstances of individuals and their ideas. Through good literature students vicariously experience the lives of characters and develop a storehouse of moral models as guides for future actions.

Service Learning provides an opportunity for students to practice the art of caring about others. When students can decide what service they would like to provide, plan the activity and have an opportunity to reflect on the experience, it is much more meaningful than just bringing in cans for the hungry or getting volunteer hours over with.

WOW - World of Work

It Takes Courage to Be Successful!

"Ability will enable a man to go to the top, but it takes character to keep him there." Author Unknown.

Employers today are looking for employees with good character. They can train them in the skills they need for the job, but integrity, honesty, respect, compassion, and responsibility are necessary for employees to maintain employment and gain advancement. This is true no matter what the job, from the highest levels of government to baby-sitting jobs. If the people who put you in office or the people who trusted you to get a job done have good reason to question your integrity it will not matter how well you do the job. You could be the best computer programer, with a great amount of knowledge and expertise, but if you cheat the company, or cannot be counted on to make responsible choices and decisions, you are a liability rather than a asset.

"Character is not an inheritance: Each person must build it for him/herself." Author unknown

Life is a daily series of choices. The decisions we make and the actions we take demonstrate to others our integrity. When we treat others with honesty, responsibility, courage, compassion, and respect, we build a reputation that employers can depend on.

Parent Corner

Talk to Your Children About Your Family's Values

Explain to your children which values are important in your family. Here are some examples:

In our family, we all work together to get jobs done for the good of the family.
In our family, we talk to each other with respect.
In our family, we let others know where we are going so that they do not get worried.
In our family, we tell the truth.

These could go on and-on, but it is important for your children to hear you say them. These are expectations that children need to hear often and be held accountable for. It is also a positive way to handle discipline. For example when two kids appear ready to get into an argument, remind them that in our family, we expect everyone to treat each other with respect and solve differences without hurting one another. Or when you ask your child to help with the yard work and they give you one of those faces or claim they have more important things to do, remind them that the are part of a family and that we all work together to get things done.

Saying, "If you don't have anything nice to say, don't say anything at all," over an over again will eventually sink in. It's a positive way of telling them to stop picking on one another. We hear adults say, "My Mom always said..." What do you want your children to say?

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Early Childhood Activity

Jamaica's Find by Juanita Havill. Jamaica, a little girl, finds a toy dog and a hat in the park. She turns in the hat, but keeps the toy. Her mother tells her the toy probably belongs to a little girl just like her. He turns in the toy, meets the owner and finds a new friend.

Discuss: What it feels like to lose something. What you would do if you found something that did not belong to you.

Making good choices.

Read the book. Discuss the benefits to Jamaica for being honest (showing integrity)

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, paints and large drawing paper. Invite the children to draw/paint pictures of their favorite toys. Label the pictures.

Reading Materials

K-3

Mike Mulligan and His Steam Shovel, by Virginia Burton; Mike stays faithful to his old stem shovel, despite new machines.

The Legend of Bluebonnet, by Tomie dePaula; An Indian girl offers her precious doll to end drought and famine.

Mufaro's Beautiful Daughters, by John Steptoe; Tribal history is woven into a tale about pride going before the fall.

4-6

The Indian in the Cupboard, by Lynne Reid Banks; A young boy learns about life from an Indian who come to life.

Helga's Dowry: A Troll Love Story, by Tomie dePaula; Helga is so poor that her love will not marry her; when she works hard to become wealthy she has choices to make.

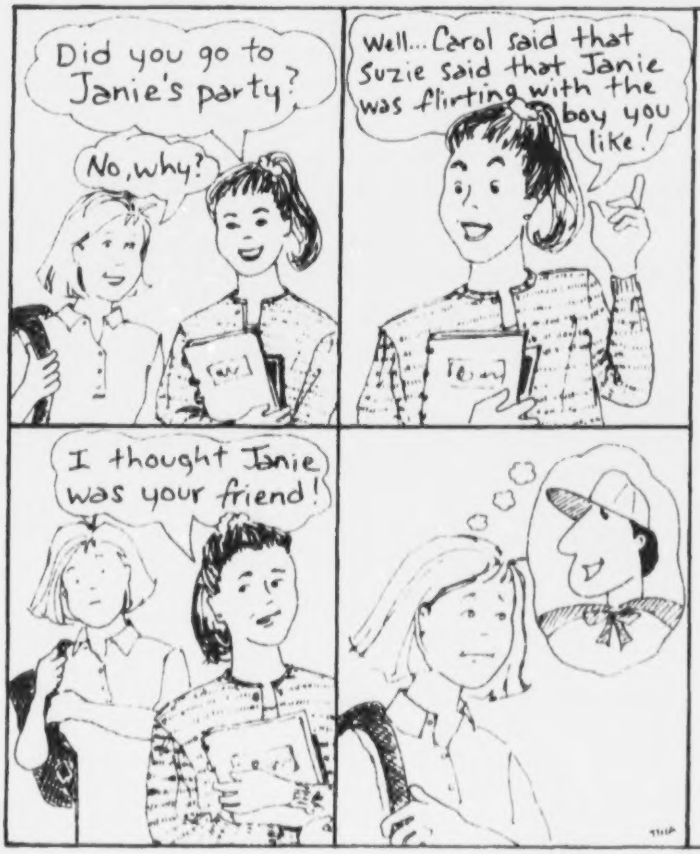
My Side of the Mountain, by Jean George; A 13-year-old tests his independence by living alone in the wilderness.

6-8

Stealing Home: The Story of Jackie Robinson, by Barry Denenberg; The first black baseball player's fight for equality.

The Sign of the Beaver, by Elizabeth George Speare; A 12 year-old, befriended by Indians must make a difficult choice.

Roll of Thunder, Hear My Cry, by Mildred Taylor; An unforgettable story of black pride and heritage.


Did you go to Janie's party?
No, why?
Well... Carol said that Suzie said that Janie was flirting with the boy you like!
I thought Janie was your friend!

To Districts/Schools
Outside of Lee County

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Draw your own conclusion

WHow would the STAR process work in this situation?(see activities) Has anyone ever spread stories about you? How does it make you feel? How can you find out the truth before you jump to conclusions? What are some reasons kids like to spread rumors?

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Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for May
Self-Control

The managing of your actions and emotions

Think before you act

WEEK 1

Better safe than sorry.
Anonymous

Discipline is doing what does not come naturally.
Anonymous

Even a woodpecker owes his success to the fact that he uses his head.
Anonymous

It is wiser to choose what you say than to say what you choose.
Anonymous

A man is never in worse company than when he flies into a rage and is beside himself.
Anonymous

WEEK 2

Swallowing angry words is much better than having to eat them.
Grit

I complained I had no shoes until I met a man who had no feet.
Arabic Proverb

Nature gave us one tongue and two ears so we could hear twice as much as we speak.
Epicetus

Choice, not chance determines destiny.
Anonymous

Your body is for use - not abuse.
Anonymous

WEEK 3

Anyone who angers you conquers you.
Sister Kenny's Mother

We cannot direct the wind, but we can adjust the sails.
Anonymous

He who throws dirt, loses ground.
Anonymous

We cannot control evil tongues, but a good life enables us to disregard them.
Cato

Education is the ability to listen to almost anything without losing your temper or your self-confidence.
Robert Frost

WEEK 4

Anger is only one letter short of danger.
Anonymous

Anger is a momentary madness, so control your passion or it will control you.
Horace, Epistles

Doubt what you will, but never yourself.
Bovee

For every minute you remain angry you give up sixty seconds of peace of mind.
Ralph Waldo Emerson

No man can think clearly when his fists are clenched.
Anonymous

RELATED WORDS

Self-discipline
Temptation
Peer Pressure
Conflict Resolution
Temperance
Obedience
Abstinence
Moderation
Restraint
Adaptable

PRACTICAL APPLICATIONS

- Controlling one's temper.
- Eating and drinking what is good, not just what tastes good.
- Avoiding participating in gossip and name calling.
- Counting to ten or taking several deep breaths.
- Resisting the temptation to do wrong.
- Not talking back to teachers or parents.
- Share your feelings with someone you trust.
- Doing the right thing when parents and teachers are not around.
- Setting aside time for homework, in spite of distractions.
- Not hitting back.
- Thinking before you act.
- Believing that you can make a difference in your own life.
- Understanding that things don't just happen to you, but that you have some control over circumstances.

Every action you take is an expression of the choice you have made about the effect you want to have on the world..... Constance Dembrowsky

Activities

C= Community Activities S= School Activities F = Family Activities

S	Bulletin board idea! Put a student figure going up stairs and on each step write techniques for self-control: such as, count to ten, STAR, stop and think, make wise food choices, consider the consequences, etc.
CSF	Discuss verbal and nonverbal communication. Can nonverbal communication stir strong emotions in others? Which is harder for us to control?
CSF	Discuss putting off short-term gratification for long-term goals. How does this relate to drinking, smoking and sex?
CSF	Discuss ways we learn self-control at various stages in our lives.
CSF	Have students collect/generate examples of both physical and verbal self-control. Create skits and role play situations that show the different consequences when people use or do not use self-control.
CSF	Explain to students that feelings are OK, it's the way we respond to these feelings that can get us into trouble. It takes a lot of self-control to do things differently from the way we have done them before. Ask students to brainstorm a list of emotions then list good choice actions and bad choice actions for each emotion. Discuss the different consequences of each.
S	Provide character awards for students as part of the graduation ceremony.
SF	Ask students to describe what a conflict is. Discuss that to resolve conflicts it is necessary to make a plan to solve the disagreement or problem in a helpful, not harmful manner for everyone involved. Sometimes it takes a lot of self-control not to act in an angry manner, but instead to think about solving the problem without attacking the person. Read The Wolf's Chicken Stew and discuss the conflict and how it was resolved in that story.
SF	Help students relate self-control to the expression of emotions. Read On Monday When It Rained. Have students write or discuss appropriate ways of expressing each emotion discussed in the book.
CSF	Discuss the quote, "Discipline is doing what does not come naturally." Discuss the similarities and differences between self-control and self-discipline.
CSF	Discuss how anger is only one letter away from danger.
CSF	Teach children to take control of and responsibility for their own learning. Provide strategies that will help them address learning difficulties in a way that will help them control frustrated behaviors and replace them with helpful behaviors: for example; if students have trouble remembering verbal information while you are talking suggest that they take notes about, draw pictures of, or highlight information to remember.
CSF	Discuss how characters in literature have displayed self-control. How would the end of the story been different if they had made other choices?

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Subjects to Consider

Health - Identify foods that represent healthy choices. Ask students to chart and/or discuss how they feel when they eat healthy and exercise. Ask them to experiment by leaving out one unhealthy food they eat a lot of for one week, ask if they feel different.

Social Studies - Discuss examples of persons who lost their freedom and the control over their own lives. Ask students how they would feel if their choices were taken away.

Physical Education - Talk about athletics and the kind of self-control it takes to become good enough to get million dollar jobs. Point out that self-control is a learned skill, just like sports.

Language Arts - Write about an incident in which you practiced self-control and the outcome of that incident. Titles could include: I thought it over and decided not to do it, or I acted impulsively and regretted it.

Some ideas have been adapted from *Teaching for Character* by Dotson and Dotson

Science - A dramatic demonstration of the spread of sexually transmitted deseases. Provide enough clear glasses for each student. In one tenth of the glasses put a one molar solution for Sodium Hydroxide, in the rest of the glasses put plain water. Fill all less than half way. Have the students mark their names on the glasses. Without telling students what is in the water have them move around the room sharing liquid with four other students, by pouring one glass into the other and then pouring half back. Put a drop or two of phenolphthalein in each glass. The ones that turn red have the Sodium Hydroxide in them. Explain how many glasses "carried the disease" originally. Discuss how sexual diseases are transmitted. Tie this into a discussion of self-control.

Adapted from *Activities that Teach* by Tom Jackson.

WOW
World of Work

As we travel from the world of home and school to the world of work we become more responsible for our own actions and success. The nurturing school or home environment is replaced in the work place with greater expectations of independence and self-control. The following are examples of self-discipline in a mature, responsible employee:

- Behaving and performing from an internal desire to succeed, not because someone else stands over you to make it happen.
- Understanding and projecting oneself into another person's world, therefore developing greater understanding, acceptance, and compassion for others.
- Making up one's own mind about the boundaries of behavior and respecting those boundaries regardless of pressure from others.
- Being able to forgo one's own pleasure and immediate gratification for the greater good.
- Setting goals and working hard toward them.
- Taking responsibility for one's mistakes and working to correct the situation.

Adapted from *20 Teachable Virtues* by Unell/ Wyckoff.

Parent Corner

The following is a list of old and new messages that children receive from adults. The new messages will help children and adults develop self-control and reduce conflicts. Adapted from *Parents Teens and Boundaries* by Jane Bluestein.

Old Messages	**New Messages**
If only my kids, friends, parents, would change my life would be better.	If my current behaviors aren't helping me reach my goals, I am willing to change them.
Other people's words actions, and attitudes make me feel good or bad, and therefore cause me to act certain ways.	My reactions to other people's actions, words and attitudes create my feelings; I am responsible for my subsequent actions.
This is just the way I am. I can't help it.	I always have choices about my own behavior and attitude.
Sometimes you have to act angry, helpless or sad to get what you want.	I avoid using my feelings to try to change other people.
I am responsible for my children's behavior, appearance, and performance.	I can guide and support my children and still leave them responsible for their own behavior.
Peace at any price.	I am willing to risk conflict to draw necessary boundaries for my children.
My house, my rules.	We all live here together. While I may have the final say in a lot of situations, their needs and feelings always matter.

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Early Childhood Activity

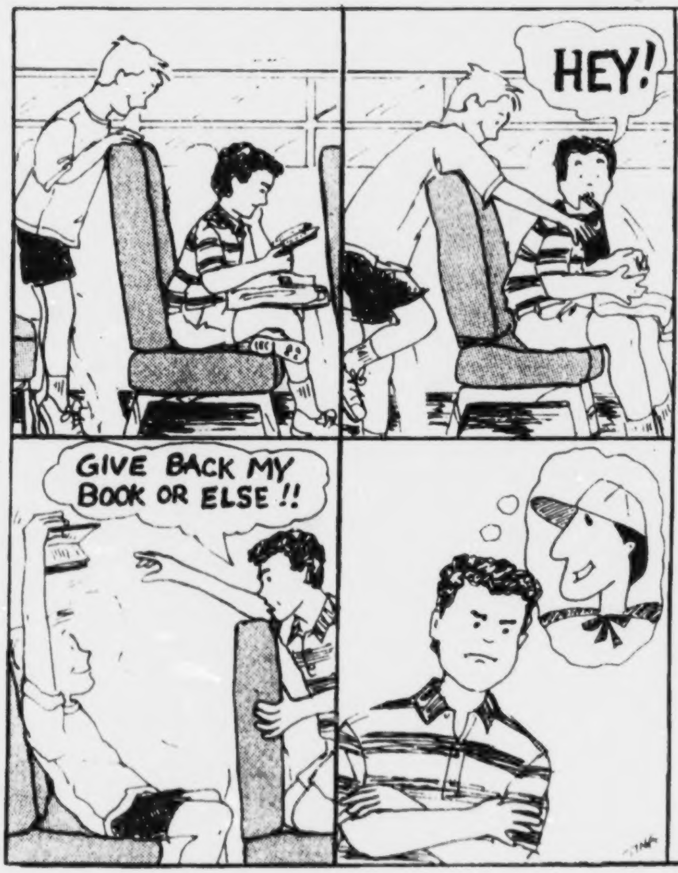
The Very Grouchy Ladybug by Eric Carle. A ladybug is very grouchy to a variety of animals as she travels seeking food. At each encounter she asks the animal if it wants to fight. She eventually ends up where she started and is invited by another ladybug to share aphids.

Discuss: sharing; being kind; what it means to fight; using self-control.

Read the book. Discuss how the ladybug put herself in a dangerous position; discuss thinking before you act.

Small group - Provide red paint, small paper bowls, pre-cut black dots and wing shapes and feelers, glue, and black pipe cleaners for legs. Invite the children to make ladybugs.

A special thanks to Judith Schulman for sharing her ideas in the monthly Early Childhood Activity section.


HEY!
GIVE BACK MY BOOK OR ELSE !!

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Draw your own conclusion

Do students get angry with each other on the bus? How can you use self-control when other students are trying to get you angry? Who controls the way you feel? What are some strategies for dealing with bullies?

Save your character words for next year.

We would like your Feedback about the Character Education Initiative!

Which parts of the newsletter were the most helpful to you? ____________________

In our classroom we discussed Character on an average of _____ times a month.

Character education has had a positive impact in my classroom. yes or no

Suggestions for next year. ______________________________

____

Please send to Meg Krieg/Curriculum, call 337-8606, or e-mail.

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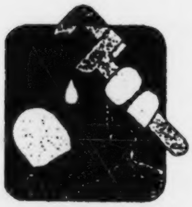

LEE COUNTY'S WORK SKILLS PROGRAM

A Partnership of the School District of Lee County, The Foundation for Lee County Public Schools, Inc. and Local Business Partners

What is *Work Skills*?

Work Skills is an extra curricular, enhancement activity for high school students interested in skilled, technical and engineering careers related to the construction, manufacturing and maintenance industries. It's not a class, but an opportunity to participate in projects sponsored by local industry.

Work Skills initiatives support four basic premises:

- There is a need for skilled, technical and engineering professionals.
- Students and educators are unaware of the diversity, opportunities and requirements for skilled and technical careers.
- Students need to possess a responsible work ethic.
- The private business sector **can** and **will** provide work and school based learning opportunities.

History

Locally, Southwest Florida is faced with a shortage of skilled workers in the construction, manufacturing and vehicle service industries. The *Work Skills* Program is a public school based initiative designed to address this need for skilled and technical workers. Originally funded by State "Break the Mold" grants, the *Work Skills* Program provides a variety of initiatives for high school students, teachers and administrators to become familiar with skilled trades and engineering careers. The program was piloted at Fort Myers High School during the 1996-97 school year and expanded during school year 97-98 to include Estero, North Fort Myers and Riverdale High Schools.

Goal

The *Work Skills* Program is designed to bridge the gap between the employer's needs and the student's skills by identifying transferable work skills, teaching those skills in a career-focused environment and validating a student's mastery of those skills. By providing a direct link between the high school and the workplace through school and work-based learning opportunities, the *Work Skills* Program can improve student motivation and academic performance and prepare students to choose and follow careers in skilled trades, technology and engineering. Through the strong support of over 60 local employers and professional organizations, *Work Skills* combines school-based enhancement activities and work-based learning opportunities to encourage student participation.

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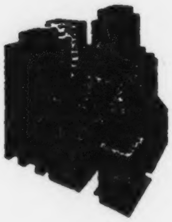

Program Components

Current *Work Skills* initiatives include: Project *Work Skills*, Student Work-Based Learning, Summer Institute for Educators and Transferable Work Skills ("Golden 25").

Project *Work Skills*: Several times throughout the school year, students in grades 10-12 work side by side with skilled tradespeople from local businesses to learn about technical and skilled trade careers. During school year 97-98 students completed industry designed projects in: electrical wiring, plumbing, carpentry, automotive technology, commercial construction, heating and air conditioning, auto cad, masonry, heavy equipment operation and golf course maintenance.

Student acceptance into the *Work Skills* program is based on career interest, academic success, attendance and teacher recommendation.

Students must:

- Have a sincere desire to learn about skilled trade career opportunities.
- Maintain a minimum GPA of 2.0.
- Have a good school attendance record.
- Demonstrate good conduct at all times.
- Attend all project and *Work Skill* events.
- Keep a *Work Skills* journal.
- Participate in showing appreciation to the business sponsors.
- Accept responsibility for making up missed classroom work.

***Work Skills* Student Work-Based Learning**: During Summer break students will have the opportunity to gain work-based learning experience in a skilled trade related area. Business partners involved with the *Work Skills* Program will offer summer employment to interested students.

***Work Skills* Summer Institute for Educators:** The purpose of the *Work Skills* Summer Institute is to familiarize teachers and counselors with skilled trades and technical careers available in southwest Florida. Educators spend one week employed in a helper capacity out "In-the field" with a skilled trade or technical trade employer. From this experience, they design two curriculum projects that will incorporate real world problems that they witnessed during their workweek.

"Golden 25" ***Work Skills*:** Local business leaders and educators met and chose the top 25 work skills that high school students should master. These skills are described as "transferable skills" do to the fact that they are applicable to almost any industry and future employment situation. The majority of these skills are also very relevant to what it takes to be a successful student. Work Skills students are expected to master these skills in order to receive a "Gold Card" that indicates successful completion of the program. Several local businesses recognize this Gold Card and offer hiring preferences and incentives to the holder of such a card.

The influence of the "Golden 25" has spread beyond the Work Skills Program. Many Lee County teachers are using them regularly in their classrooms and the "Golden 25" list can be seen prominently displayed in numerous local business offices.

The Work Skills "Golden 25":

- Demonstrates promptness and dependability.
- Understands the importance of workplace safety and health rules.
- Demonstrates good listening skills.
- Works effectively as part of a team.
- Has taken and passed a drug test.
- Demonstrates logical reasoning and analytical skills.
- Understands and practices good customer service skills.
- Responds promptly to instructions with a positive attitude.
- Demonstrates a responsible attitude toward work assignments.
- Follows the social expectations within the work place.
- Possesses a valid Florida driver's license.
- Understands the effect of a criminal record on employment options.
- Shows initiative.
- Accepts change (flexible).
- Understands technical and trade opportunities and career paths.
- Demonstrates respect and tolerance for different races, cultures and sexes.
- Accurately uses common linear, weight and volume measurement tools.
- Demonstrates good time management skills.
- Demonstrates good organizational skills.
- Recognizes the need for continuing education.
- Solves ratio and proportion problems common to the work place.
- Solves problems involving use of time increments (fractions).
- Solves workplace pertinent word problems.
- Solves basic math problems without calculator or pencil and paper.
- Correctly changes fractions to decimals and decimals to fractions.

- Developed by Lee County Business and Education Leaders August 15, 1996

For information, Call Nancy Smith, *Work Skills* Program Administrator, at (941) 337-0433, FAX (941) 337-7077 or e-mail at NancyS2@lee.k12.fl.us

Developmental Guidance Classroom Activities

for use with the

National Career Development Guidelines

High School

Edited by
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APP M1

STUDY SKILLS QUESTIONNAIRE

Read carefully each of the following questions and answer them honestly with a yes or no response.

______ 1. I have a quiet place to study?
______ 2. I write down all my assignments?
______ 3. I want to make good grades?
______ 4. I spend enough time studying?
______ 5. I study the harder subjects first?
______ 6. I pay attention in class and don't daydream?
______ 7. I keep up with all my classwork?
______ 8. I eat a well balanced breakfast?
______ 9. I keep a neat and organized notebook?
______ 10. I get enough sleep?
______ 11. I always review material before a test?
______ 12. I have the proper supplies when I go to class?
______ 13. I am in good shape?
______ 14. I take good notes in class and when I read to learn?
______ 15. I set goals for myself?
______ 16. I always read the summary at the end of the chapter first?
______ 17. My friends are concerned about their schoolwork?
______ 18. I am happy most of the time?
______ 19. I am proud of what I do in school?
______ 20. I join in class discussions?
______ 21. If I'm absent, I call on someone for my homework?
______ 22. I study the illustrations in the textbook?
______ 23. I study some every night?
______ 24. I take short breaks when I get tired?
______ 25. I know the importance of a good education?
______ 26. I test myself?
______ 27. I use flash and index cards?
______ 28. I ask the teacher for help if I don't understand?
______ 29. I review often?
______ 30. I am willing to make sacrifices to reach my goals?

TEST TAKING #1

Purpose: Assist students in becoming "testwise."

Materials: "Your Test Attitude"

Introduction: "Would you like to see television pictures of yourself taking a test? Watch a group of your friends testing and you will probably see yourself.

"Sweaty palms? Nervousness? Sleeplessness? Lack of concentration? Do any of these or possibly even other symptoms describe you as you walk into a classroom to take a test?"

Hand out "Your Test Attitude." Read the instructions and allow the students enough time to complete the survey.

After students have completed the survey discuss the results.

"What steps can you take to help prevent the classic test anxieties?

1. "Be prepared"--scouting motto works for testing. Confidence does great things to help get rid of testing fears.
2. There are test-taking hints for the two different types of tests - objective and subjective. We will learn those in later sessions.
3. Avoid last-minute reviews. Plan to review over a period of several days. Try to be so well prepared that you could go to a movie the night before a test. Cramming usually gains little for improving a test score.
4. Keep your regular schedule for sleep and meals.

"What happens if you've done all the right studying but upon entering the test room a panic attack for no real reason hits you.

Your heart beats like your chest is going to explode
or your stomach feels queasy
or you begin to perspire
or you start breathing faster and shallower
or your mind seems confused or agitated.

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"Possibly all of these symptoms hit you. What can you do now? The old expression "Mind over matter!" could work for you.

"Learn to relax. You can relax anywhere. But it does require regular practice and use. Let's try it now. Pretend you are in a classroom ready to take a test.

1. Make yourself comfortable.

2. Close your eyes; focus on your breathing. Listen to the soft sound of the air as it flows in and flows out. Make sure you are "belly breathing."

3. After a minute or two of concentrating on your breathing, start counting up to ten inhalations and say "Relax" as you exhale. As you inhale say "one;" see the number one in your mind. then as you exhale say the word "Relax" and see the word "RREELLAAXX" in your mind. Continue counting until you feel your mind is focused and not bothered by outside thoughts. The counting process is a good way to focus your mind and prevent outside thoughts from bothering you. It is difficult for a person with an active mind to focus his/her attention.

4. There are many different activities that students can use to focus attention and relax.

    1. Walk through an English garden
    2. South Pacific island beach.
    3. Hiking in the mountains.

    Use any one that works for you.

"Test fears are real and students must learn how to prevent them from disabling them at test times."

Summary: Remember:

I will be prepared for a test.
I can relax.
I can control my mind.
I can concentrate on my studies.
I can perform to the best of my ability.

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YOUR TEST ATTITUDE

Directions: Below are statements that could relate to your feelings about taking tests. Read the statement thoroughly. Choose a letter from the continuum that best matches your own feelings about test taking. Place the letter in the blank at the beginning of the statement. There are no correct or incorrect answers.

A	B	C	D	E
Always	**Almost Always**	**Sometimes**	**Almost Never**	**Never**

______ 1. The more important the test, the worse I seem to do.

______ 2. I like a book better if I don't have to read it for a class.

______ 3. I work best under pressure.

______ 5. Essay tests are easier for me than multiple choice exams.

______ 6. Being nervous while testing helps me to do better.

______ 7. I don't think it's fair that classes with labs should have tests in both the class and lab.

______ 8. When I am not prepared for a test, I get upset and do even worse than I really should.

______ 9. As I take an exam being nervous keeps me from doing as well as I could.

______ 10. Once I start a test, nothing distracts me.

______ 11. I do better in courses for which the grade depends primarily on one test.

______ 12. I look forward to taking tests and exams.

______ 13. By the time I start a test, I am so tired from worrying that I don't care how well I do.

______ 14. In a class where I have been doing poorly, my fear of getting a bad grade on the test reduces my ability to do well.

______ 15. I would prefer to take self-paced classes over more traditional classes with three tests and a final exam.

_____ 16. I may seem to be nervous before a test; but once I begin to test, I forget all about being nervous.

_____ 17. It is more fun for me to take a hard exam rather than an easy one.

_____ 18. The pressure of trying to finish a test on time causes me to do worse than others in my class.

_____ 19. If I were given a choice, I would rather write a paper than take an exam.

_____ 20. My mind seems to go blank at the beginning of a test, and it takes me a few minutes for me to recover and start to answer the questions.

_____ 21. I seem to do better on the more important tests.

_____ 22. Getting a good night's sleep is more important to me than staying up and cramming for a test.

_____ 23. If I have difficulty on a hard question at the beginning of an exam, it upsets me enough that I have trouble answering even the easy questions.

_____ 24. I don't think closed-book tests are as fair as open-book exams.

_____ 25. I don't seem to understand exam questions, and I must reread them many times so they will make sense.

SAMPLE TEST

Follow all directions exactly. Work this test in 20 minutes.

I. If any of the following statements are True, circle **F** after it.

1. Only smart students do well on tests. T F
2. A course in study skills is an important part of of all school programs. T F
3. Tests never scare people. T F
4. This material guarantees you an A on every test. T F
5. Nobody feels that tests are fair. T F

II. Answer these problems in fractional form.

1. .5 + .25 = ____________
2. .75 - .25 = ____________
3. .25 x .25 = ____________
4. .5 ÷ .25 = ____________
5. What is the next number in this sequence: 1/8, 2/8, 3/8, 4/8, ________________

III. Complete each of the following sentences with a word beginning with the letter **e**.

1. Students who know how to take tests often find them ________________.
2. Among the tests that can have the biggest influence on your life are those that we call ________________.
3. Since you are studying this material, you probably take tests ________________.
4. Students who have scored much higher on earlier tests find that when they face a new one, they feel it will be ________________.

IV. In the following statements, underline each noun that is a subject, circle each subject that is not plural, **x** out each noun that is not a subject, and put a dot beside every subject that is not a noun.

1. Teachers always give tests when students least expect them.
2. Tests are sometimes used as punishment.
3. Many students are afraid of tests because they did not study.

V. Arrange the answers to these problems in numerical order, biggest to smallest.

1. 7 + 4 = ____________ ____________
2. 15 - 20 = ____________ ____________
3. 3 + 3 = ____________ ____________
4. 16 ÷ 4 = ____________ ____________
5. 1 x 7 = ____________ ____________

VI. In these "fill-in-the-blank" sentences, do not fill in the blanks.

1. You are probably studying this material because you are ____________ about taking tests.
2. Students who know how to take tests are called ________________.
3. The best pattern to follow for studying and test-taking is preview, ____________, review.
4. Session II of this material details hints about taking objective types of ____________.
5. If you have filled in the blanks in the above questions, you are in ________________.

VII. With a pencil, connect the words in Column A with those in Column B that have the same number of letters.

A	B
worry	pencil
study	scale
percentage	wrong
right	pen
try	oral
write	test
answer	worry
figure	number
survey	directions

VIII. In the following sentences, circle the words that do not contain an **a**.

1. Define what is meant by being testwise in terms of the intelligence of the test taker, the ability to read instructions, and the approach to the test itself.

____

____

____

2. Outline the best procedure for studying and for taking tests.

____

____

____

3. Compare and contrast the difference between the way you take tests and the way a testwise student does.

____

____

____

4. Explain why you are studying this material.

____

____

____

5. The instructions told you only to circle the words that did not contain an **a**. If you followed those instructions, why? If not, why not?

____

____

____

IX. Define the following words that have fewer than four letters.

1. perfect ______________________________
2. fear ______________________________
3. contrast ______________________________
4. try ______________________________
5. grade ______________________________

X. To this list of words relating to testing, add six relating to history.

grades	____________	____________
review	____________	____________
test	____________	____________

XI. The following paragraph contains a number of errors. Ignore the errors and circle any word that applies to test taking.

Tests (1) is a way of grading students. (2) Being as they are a means of judging a (3) students' potential, (4) you ought to be (5) admiring various elements (6) regarding as how tests can be (7) of beneficial to anyone as a test taker. Testwise students know how to approach (8) exams, being used to the process. Once you have learned how to take examinations, it will be easier for you to (9) do good on tests. (10) Consequence shows that ability to pass examinations (11) will be greatly enhanced.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

XII. Read all these questions before answering any of them. Answer by circling the correct letter, or letters.

1. To do your best on a test you should
   (a) Study.
   (b) Preview first.
   (c) Be careful.
   (d) Not panic
   (e) All of the above.

2. Test taking is
   (a) Hard.
   (b) A skill in itself.
   (c) Easy when you know how.
   (d) Something that takes practice.
   (e) All of the above.

3. You can do well on a test if
   (a) You haven't studied.
   (b) You are scared.
   (c) You've done poorly before.
   (d) You don't know the answers.
   (e) All of the above.

4. This material will
   (a) Not give you all the answers.
   (b) Help develop your study skills.
   (c) Help you feel better about tests.
   (d) Share secrets of testwise students.
   (e) All of the above.

5. Do not answer any of the above questions. Answer only this item. You have now learned that
   (a) You don't follow instructions as well as you thought you did.
   (b) You do follow instructions well.
   (c) Sometimes all the answers on a multiple-choice test are "correct."
   (d) Instructions are a crucial part of any test.
   (e) None of the above.

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INSTRUCTIONS?

The following are *not* the answers to the preceding quizzes! Rather, they are analyses of the *instructions* to those quizzes.

I. The instruction was to circle **F** for every *true* answer. Did you do that?

II. The instructions asked for answers in fractional form. What form did you use?

III. The test taker was directed to use only words beginning with **e**. How many did you think of?

IV. Did you *answer* each statement by filling in the blank? Or did you *follow* each direction. Read the instructions again, word for word, to see how you did.

V. In what numerical order did you put your answers?

VI. Anyone who filled in the blanks failed this test.

VIII. Did you answer each question--or instead circle all the **A**-less words, as the instructions asked?

IX. How many words did you define? According to the directions, "try" is the only word you should have.

X. You could have added any six words, as long as they had nothing to do with tests or grades.

XI. What did you do here--correct the grammar or circle all test-related words?

XII. If you answered any question before 5, your answer to the last question is 5a, c, and d. If you did *not* answer any question before 5, your answer is 5b, c, and d--and Congratulations!

Students who are testwise would have done perfectly on all of those ridiculous examples because they would have read the directions completely. It is *that* important to read and understand the instructions provided with any tests.

Any time you do not understand all of the instructions--*ask*! It is to your advantage to guess on some tests, but it is *never* to your advantage to guess at instructions. The worst that can happen when you raise your hand for help is that the teacher will say, "You have to figure that out for yourself"--but you are no worse off. The best that can happen is that you will receive help that will enable you to work the test properly--in which case, you are better off.

If the test is an oral one, and the teacher dictates the questions, you need to pay even closer attention. Jot down a few key words of each question so that you can remember them should you have to go back. If you need to, ask the teacher to repeat the question. And again, if you are confused, ask, no matter how silly you may feel. You will feel even sillier if you mess up because you didn't understand something.

PREVIEW, VIEW, REVIEW

On the board write "Preview, View, Review." Using the techniques indicated in these three words can help you do better taking tests.

Preview Before beginning a test, read or listen to the instructions carefully. No matter what the test, the instructions are part of it. You could also take note of the following:

1. Did the teacher say write on every line?
2. Where was I supposed to put my name? Was it last name first?
3. For multiple-choice, underline, circle, or **X** or put the right answer or wrong answer?
4. Time limit?
5. Use pen or pencil?
6. Work the test in any order?
7. Use complete sentences for essay questions?
8. Is it safe to guess?

The next step for Preview is to survey the test and allot the time for each section. Remember different types of questions require different amounts of time to answer. Also, as you survey the test if you think of important items jot them down on scrap paper or in the margins for further recall.

The last step of Preview is to relax. There are some exercises to help you relax. Here are a couple.

1. Take a deep breath, close your eyes, and count to ten. Repeat three times.
2. Clench every muscle in your body, hold your breath, count to ten, gradually relax each section of your body from your head to your toes, start breathing slow deep breaths.

Many students think Preview wastes time, but test experts all tell us your understanding of the instructions and your overview of the questions enable you to contend with the test effectively.

View Now you are ready to take the test.

1. Answer easiest questions first. This will give you time to mull over the harder ones.

2. Go back to the harder questions. Reread and think about them trying to relate them to something you've learned in class. Don't think "I can't do it;" instead think "I can do it!" Open your mind and let the ideas flow out. Look for clues in the question itself. For example, sometimes there is only one answer that will fit grammatically.

3. If you find something on the test that you do not understand--ask!

4. Remember your time allotments. If you find a question that you cannot answer often trying all the above items--let it go. However, if the test form allows, put something down that shows you made an attempt; and you may get some credit for showing you tried.

Review No matter how confident or insecure you felt about a test, nothing is ever lost by going back over your test answers. Look for:

1. Two answers circled or darkened.
2. Numbers look like the numbers you intended them to be.
3. Did you miss any answers.
4. Is your writing legible.
5. Use all the allowed time. Sometimes this makes a good impression.

GENERAL TEST-TAKING TIPS

1. Arrive early and make sure you have all the needed supplies.
2. Make sure you understand the instructions. If anything is unclear, ask. Underline key words in the instructions. Make certain your name is clearly written on answer sheet.
3. Survey the test before you start. If you think of something, write it down.
4. Plan your time. Pace yourself so you will have enough time to answer all the questions.
5. Do the easier questions first so you can have more time for the more difficult ones.
6. Read questions carefully, underlining key words or times, and decide what you are expected to do. Make certain your answer responds directly to what the question asked.
7. Attack each question systematically.
8. Draft your answers so you can find mistakes more easily.
9. Take your time, don't tense up.
10. Have a strategy for regaining confidence and control in case you panic during the test.
11. Write something down for every question.
12. Review, check, proofread, and correct your test answers before handing it in.
13. Use all your time.

Introduction - Human Bingo

Goal: To help students get acquainted.

Instructional Objective: Students will get to know each other.

Materials:

1. Handout "Human Bingo"

Procedures:

1. Follow instructions on handout "Human Bingo"

HUMAN BINGO

Directions

1. Find a person who meets the qualifications of each item below.
2. Have that person sign your card in any square.
3. Write the letter of or information you found out in the same square.
4. You cannot use any person or any letter more than twice.

Find a Person . . . . .

a. last name begins with the same letter as yours
b. born in same state as you
c. born in different state
d. owns a cat
e. owns a dog
f. is on a diet
g. has never smoked
h. shares your favorite food
i. lives in an apartment
j. has been to a foreign country
k. is in a physical fitness program
l. shares your favorite TV program
m. was born in this state
n. wearing something the same color as you
o. has the same color eyes as you

COMMUNICATION SKILLS

Purpose: To assist students in understanding the importance of good communication skills.

Materials: Communication Skills Checklist

Introduction: First define communication. Allow students to make their own suggestions. As they continue to suggest "talking," model nonverbal commnication with them. For example, stand in the front of the room and demand silence without saying a word. Finally, define communication as "understanding between two or more people." Introduce the Communication Skills Checklist. Allow students enough time to complete.

COMMUNICATION SKILLS CHECKLIST

Introduction: How good are your communication skills? Remember to communicate well you need the following skills: listening, speaking, and writing. Let's see how well you do by evaluating your communication skills. Respond to the following statements according to the way it describes you by placing the appropriate letter by each statement.

"A" = Always **"S" = Sometimes** **"N" = Never**

DO YOU:

_____ Think about what you are going to say before you say it?

_____ Have a good vocabulary?

_____ Avoid using complex words that your listener may not understand?

_____ Make your points in a clear and concise order?

_____ Listen attentively while others are speaking?

_____ Write exactly what you want to say or mean?

_____ Ask a speaker questions if you are not sure what he/she is trying to say?

_____ Restate a speaker's ideas to be sure you have understood the message?

_____ Build on you listener's past knowledge?

_____ Try to communicate on a higher level with those you communicate with more often?

_____ Make a habit of sending constructive messages?

_____ Avoid using slang?

_____ Use good eye contact when talking to others?

_____ Reread your written communications in order to avoid mistakes?

_____ Avoid any type of behavior that blocks communication?

_____ Check your grammar and spelling in your written communications to insure correctness?

_____ Use positive body language to enhance your verbal messages?

_____ Reply to notes and letters in a reasonable amount of time?

_____ Use neat handwriting when communicating through letters and memos?

_____ Try to speak to others in a manner that makes them feel at ease?

Give your self two **(2)** points for each **"A"** response and one **(1)** point for each **"S"** response. Add up your points. If you scored 35 or more you are an excellent communicator; 30-34 very good; 25-29 good; 24 or less, you need to practice your communication skills.

INTERPERSONAL SKILLS

Purpose: To assist students in developing interpersonal and social skills needed for positive interaction with others.

Materials: Getting Along With People - A - Worksheet
Getting Along With People - B - Worksheet

Introduction: **"More people lose their jobs because they cannot get along with others, than because they do not perform the skills required. Snobbishness, quarreling, and gossiping are three activities workers must avoid. Getting along with others is not always easy. Often one must work as hard at getting along with others as they do with the job itself.**

"Let's brainstorm some guidelines for getting along with others."

Examples:

- Treat others as you wish to be treated.
- Do not gossip.
- Be cheerful.
- Avoid sarcastic remarks about other people
- Be a good listener.
- Practice good manners at all times.

Hand out "Getting Along With People - A" Worksheet.

After students complete the worksheet, go over each statement. Enlist class participation.

Follow-Up: Homework assignment - "Getting Along With People - B" Worksheet.

During the following class session, divide the class into small groups and have them role play incorrect and correct ways to handle the different situations.

Note: This represents an excellent time to have the personnel director of a local company speak to the class to reinforce the concept that interpersonal skills play an important role in the workplace.

GETTING ALONG WITH PEOPLE - A

Directions: Read each statement below. Mark the column which best describes your feelings. Be honest.

	Usually	Some-times	Never
1. I find it easy to talk with people my own age.			
2. I keep the same friends for several years.			
3. I try to make new friends, too.			
4. I try to understand why people act as they do.			
5. I feel comfortable talking with people of the opposite sex.			
6. I repeat only the good things I hear about others.			
7. I try to say things just as they are rather than make big stories to gain attention.			
8. I look beyond appearance to see what a person is really like.			
9. I show an interest in what other people are saying.			
10. I let other people do as much talking as I do.			
11. I keep my promises.			
12. I stay to finish a job even when others leave early.			
13. I work as quickly as I can without bothering other workers unnecessarily.			
14. When others give me directions, I listen carefully and ask only the questions I need to ask.			
15. I am cheerful even when things have not gone well for me.			
16. When there is a misunderstanding, I try to get it straightened out before anyone gets angry.			
17. I try hard to please everyone around me.			
18. I try to be honest in all things.			
19. When others treat me badly, I try to overlook their actions.			
20. I try to avoid arguments.			

21. Three statements listed above that I need to improve are:

1. ____
2. ____
3. ____

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GETTING ALONG WITH PEOPLE - B

Directions: Suppose you come upon each of the following situations. What should you do? Write your answer on the line.

1. You saw Mr. Smith and Mrs. Jones, who work in your office, having lunch together.

   ____

2. You feel grumpy. Alice says, "Hi." ______________________________

   ____

3. Joe whistles all the time. You cannot think. ______________________________

   ____

4. You promise to work on Saturday, but Ann asks you to go shopping. ______________

   ____

5. Marvin interrupts all the time when you are talking. ______________________

   ____

6. Art asks you to do his work so he can go fishing. ______________________

   ____

7. You want to get into a group, but they do not want you. __________________

   ____

8. Mae said one thing; you know what she said is not true. __________________

   ____

9. Bill and Jim called you a name which you do not like. ____________________

   ____

10. You work with an older lady who loves to talk about her grandchildren. __________

    ____

11. April asks dumb questions all the time. ______________________________

    ____

12. Two of the people you work with are angry at each other because of a misunderstanding. You know the whole story. ______________________________

____

13. Mary wants you to help her; Tom needs your help, too, at the same time. ______________________________

____

14. The boss is in a bad mood. You want the weekend off. ______________________________

____

15. The smoke from your friend's cigarette bothers you. ______________________________

____

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GOAL SETTING/DECISION-MAKING

The goal of this unit is to provide counselors and classroom teachers with ready-to-use activities that can be utilized in small groups or classroom settings.

These Goal-Setting and Decision-Making activities are designed to give the instructor a tool to use in helping students acquire greater understanding of themselves, their interests, their abilities, and their values in terms of setting goals and making decisions.

Goal-Setting and Decision-Making requires a process of integrating two constructs: Self (values, interest, abilities, lifestyle) and the world of work (career exploration and selection). The activities in this unit will assist students in making educated career choices and acquiring a better understanding of a whole life pattern as it relates to their needs, work, and lifestyle.

The objectives of these Goal-Setting and Decision-Making activities are to enable students to:

- Identify career activities as a way to reach life goals.
- Demonstrate their ability to use the decision-making process.
- Relate personal characteristics in determining and evaluating career alternatives.
- Identify major influences that affect career decisions and lifestyle selection.
- Make a step-by-step education plan of action enabling them to reach their goals and determine alternatives.
- Determine the difference between: 1) short-term and long-term goals and 2) critical and routine decisions.
- Learn how to solve problems and make decisions in a group setting.

Goal-Setting and Decision-Making is something most of us do throughout our lives--it is a continuing process of changing values, lifestyles, interests, careers, and wants and needs.

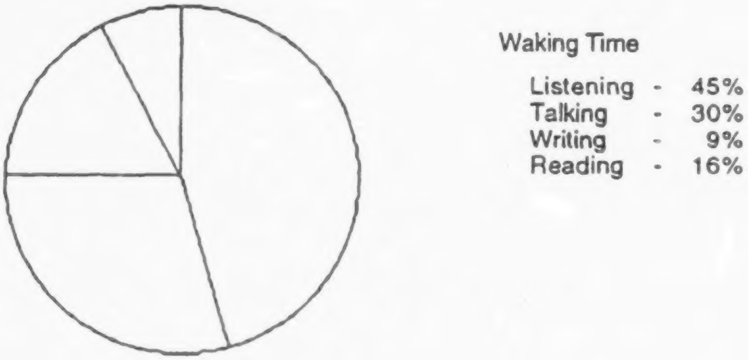
LISTENING SKILLS

Purpose: To assist students in gaining knowledge of effective listening and attending skills.

Materials:
Listening Quiz
Flip Chart/Marker Board/Overhead
Attending Skills Handout

Introduction: Teacher introduces the lesson as a follow-up to the Communication Skills session.

"A study of people in various occupations shows that 70 percent of their waking time is spent in communication. Here's how we spend our time: (illustrate on flip chart, overhead, or board)



"Notice that communication has two major components or parts: expression (talking) and listening, or the give and the take. How well we listen greatly affects our:

- **Quality of friendships.**
- **Family relationships.**
- **Effectiveness in school or work.**

"How well do you listen? Here's a quick listening quiz to find out." Hand out the "Listening Quiz."

Follow-Up: **"Although we like to think differently, few of us are really good listeners. Researchers claim that 75 percent of oral communication is ignored, misunderstood, or quickly forgotten. Rarer still is the ability to listen for the deepest meanings in what people say. Listening is a combination of HEARING and INVOLVEMENT. You may say, 'My friends LISTEN to what I say; my parents HEAR me talk." Get the difference ???**

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"If listening is the major portion of communication and the majority of us do not listen well, what can be done to improve our listening abilities? The handout I am going to give you now includes three clusters of skills that relate to improving your listening skills. Today we'll look at ATTENDING SKILLS."

Handout: Attending Skills

Go over the handout with the students.

Continue with the following activity:

Divide students into pairs. Instruct them to place their hands, palms up, on their knees; sitting facing each other, close enough that knees almost touch but do not. Ask one of the pair to look at the other without talking, laughing, or looking away. Try to have students continue in this pose for three minutes.

"Attending in communication is giving your whole person, physically, to the other. It has tremendous impact. It shows you are interested in what he/she has to say. Nothing can make you feel better than when your are trying to say something and knowing you have the full attention of the listener.

"Attending is often one of the most effective behaviors we can offer when listening to someone. Make a conscious effort to attend to someone important to you today. Watch for any positive behavior responses."

LISTENING QUIZ

One of the most important parts of communication is listening. Poor listening habits are usually the cause of communication problems. Rate your listening habits on the scale below by circling one of the numbers (1-5) after each item.

	USUALLY	OFTEN	SOMETIMES	NOT USUALLY	HARDLY EVER
1. After only a short period of listening, I start thinking about what I'm going to say next.	1	2	3	4	5
2. If I don't like the person, I don't really listen to what he/she is saying.	1	2	3	4	5
3. I interrupt others before they are finished talking.	1	2	3	4	5
4. I fake attention.	1	2	3	4	5
5. I talk mostly about myself.	1	2	3	4	5
6. I ask questions.	1	2	3	4	5
7. I give other people a chance to talk.	1	2	3	4	5
8. I try to see things from the other person's point of view.	1	2	3	4	5
9. I maintain good eye contact when listening.	1	2	3	4	5
10. I get so busy taking notes, that I miss some of what is said.	1	2	3	4	5
11. I get distracted easily.	1	2	3	4	5
12. I let my mind wander or I daydream when someone is talking.	1	2	3	4	5

Add the circled numbers to get your score. ____________

45-60	You are a good listener. More than likely, people enjoy talking to you and being with you.
31-44	Not bad, but there is room for improvement.
12-30	You need to improve your listening skills. You have probably lost some friends or made mistakes at work because of your poor listening habits.

ATTITUDE

Purpose: To assist the students in learning the importance attitude plays in their success.

Materials:
Attitude Checklist
Study Skills Questionnaire

Introduction: Introduce the idea that attitude makes the person. Explain how a positive attitude results in success, while a negative one can result in anger. Assign the Attitude Checklist, then the Study Skills Questionnaire.

Follow-up: Go over the checklist, then the questionnaire. Discuss or role play different situations and how attitude can get the student in or out of trouble. For example, a student/teacher conflict, student/student, and parent/ student. Go through the entire questionnaire. Many good, open discussions can result in finding solutions. Allow other students to help with the bad attitudes. Stress the idea: "If you believe it will happen, it will. If you believe it won't happen, it won't. "

ATTITUDE CHECKLIST

Directions: Consider each of the following questions carefully and try to answer with an honest yes or no. Write a **Y** for yes or **N** for no on the line provided. If after careful consideration you can't make up your mind then write **NT** for not sure.

______ 1. Are you in school only because you have to be?
______ 2. Do you dislike more of your courses than you like?
______ 3. Do you dislike more of your teachers than you like?
______ 4. Do you arrive late or cut class frequently?
______ 5. Are you certain there are some classes that you will fail?
______ 6. Are you convinced you are frequently picked on or treated unfairly?
______ 7. Do you believe school is a waste of time?
______ 8. Are most of your classes boring?
______ 9. Does studying or homework upset you?
______ 10. Are you unable to bring yourself to study or to do assignments?
______ 11. Are school and studying less important than most of the things you have to do?
______ 12. Are you grouchy, argumentative, belligerent, or difficult to get along with at school?
______ 13. Are you withdrawn or fearful in class?
______ 14. Do you arrive at midterm or final exams with a massive amount of work undone?
______ 15. Do you regularly miss assignment deadlines?
______ 16. Are you secretly pleased or relieved when others do poorly?
______ 17. Do you panic at exam time?
______ 18. Are you frequently absent with minor ailments or because you are tired?
______ 19. Do you rely on others for completing assignments?
______ 20. Do you actively seek excuses to miss class?
______ 21. Generally speaking, do you consider yourself a failure in school?
______ 22. Do you feel you are not as bright as most other students?
______ 23. Are you frequently in trouble at school?
______ 24. Do you feel that no one in school likes you?
______ 25. Do you sneer at or make fun of students who do well?

Follow-up: If you have more than just a few answers with **Y** or many **NT** answers, it would be a good idea for you to review your general attitude toward school. You should probably review your feelings and outlook on school with a school counselor or other professional, your parents, or a trusted friend.

STUDY SKILLS QUESTIONNAIRE

Read carefully each of the following questions and answer them honestly with a yes or no response.

______ 1. I have a quiet place to study?
______ 2. I write down all my assignments?
______ 3. I want to make good grades?
______ 4. I spend enough time studying?
______ 5. I study the harder subjects first?
______ 6. I pay attention in class and don't daydream?
______ 7. I keep up with all my classwork?
______ 8. I eat a well balanced breakfast?
______ 9. I keep a neat and organized notebook?
______ 10. I get enough sleep?
______ 11. I always review material before a test?
______ 12. I have the proper supplies when I go to class?
______ 13. I am in good shape?
______ 14. I take good notes in class and when I read to learn?
______ 15. I set goals for myself?
______ 16. I always read the summary at the end of the chapter first?
______ 17. My friends are concerned about their schoolwork?
______ 18. I am happy most of the time?
______ 19. I am proud of what I do in school?
______ 20. I join in class discussions?
______ 21. If I'm absent, I call on someone for my homework?
______ 22. I study the illustrations in the textbook?
______ 23. I study some every night?
______ 24. I take short breaks when I get tired?
______ 25. I know the importance of a good education?
______ 26. I test myself?
______ 27. I use flash and index cards?
______ 28. I ask the teacher for help if I don't understand?
______ 29. I review often?
______ 30 . I am willing to make sacrifices to reach my goals?

THE ME POSTER

Purpose: To enable students to explore themselves and appreciate their uniqueness.

Materials:
Posterboard
Magazines
Art Supplies

Introduction: In order to explore student's uniqueness, they must be provided with an opportunity to be creative. This exercise can be done with paper and pen or can become an involved seeking-and-discovering exercise with posterboard, magazines, and markers. In either case, allow students ample time to think and complete the work properly.

Instruct the students to reveal themselves on paper. They are to create a collage of words and images. Have them write, draw, and/or cut out words and pictures that describe themselves. They should also be required to write a paragraph, poem, rap, etc., about themselves.

Follow-Up: Have the students present their posters to the class. Ask questions to draw them out and praise something unique to build their self-esteem. This is critical at this point in the class.

Establishing Priorities

Establishing goals for your life also involves establishing priorities. Suppose, for instance, that you want very much to become a fashion designer, but you are failing English. Your immediate priority is to figure out how to pass English. You recognize that if you don't pass the course, you will not graduate from high school Very few employers will hire someone who hasn't graduated from high school.

A typical list of things to do follows. Pretend that you must arrange them in order of priority. Put the most important item first.

- Get a date for Friday night
- Clean up my room
- Change the strings on my guitar
- Study for the history midterm exam to be given tomorrow
- Buy tickets to next Sunday's concert
- Explain to the coach why I missed practice yesterday
- Go shopping for jeans
- Complete the algebra problems that are due tomorrow
- Talk to my parents about increasing my allowance
- Recopy my English essay that is due by fourth period today

Although priorities will vary among people, most students will agree that the English essay, the algebra problems, the history exam, and the discussion with the coach are very high priorities. The exact order of these priorities would depend on factors like the following:

- How long the English essay is and whether you have a study hall before fourth period
- How much studying remains to be done for the history test
- How long the algebra problems should take to complete
- How upset the coach gets when you miss practice

At any given time, some activities are more important than others. Once you get in the habit of establishing priorities, you can use this skill to set goals for yourself.

BEST COPY AVAILABLE

App-M12

CAREER INTEREST CHECKLIST
(Student Copy)

1.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Design the plans for a new building				
b. Paint walls, ceiling, and trim of a house				
c. Lay the tile and carpet				
d. Install all electrical wiring in a building				
e. Install and service the heating				
f. Help the mason mix cement and lay bricks				
g. Build cabinets for a kitchen				
h. Lay the shingles on a roof				
i. Install the glass and screens in a home				
j. Assemble sink, pipes, and toilets				

2.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Repair the engine of an airplane				
b. Put new rings and bearings on an engine				
c. Design and build a new special wrench				
d. Repair toasters, vacuum cleaners				
e. Troubleshoot and repair broken radios or TVs				
f. Fix the diesel engine of a truck or tractor				
g. Work with metal on a drill press or lathe				
h. Plan, cut, sew, and install auto seatcovers				
i. Install a car door on the assembly line				
j. Design a new type of engine that saves fuel				

3.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Write poems, stories, or articles for people to read				
b. Be in a play, movie, dance, or play an instrument				
c. Set the type, prepare the artwork, and print a book				
d. Make leather, silver, or clay jewelry and articles				
e. Plan, take, develop, print, and display photos				
f. Teach others to dance, sing, act, or play music				
g. Be in charge of a play, TV program, or movie				
h. Design the background, clothes or costumes for a movie				
i. Plan, buy, and set up the total inside of a house				
j. Design and paint signs for customers				

4.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Work with formulas, test tubes, microscopes, and chemicals				
b. Discover a new star using an optical or radio telescope				
c. Learn the complete chemical makeup of the human body				
d. Locate a new deposit of aluminum inside a mountain				
e. Find a mountain range under the sea				
f. Watch and plan for the movement of the weather in the U.S.				
g. Discover a new kind of light ray				
h. Learn how cavemen and cavewomen lived and how that helps us				
i. Plan for the needs of people				
j. Design a new air route from Africa to the South Pole				

5.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Pilot an airplane that carries passengers				
b. Sell tickets or serve food to passengers				
c. Cut and style hair for men and women				
d. Fix cavities or make false teeth for patients				
e. Help people solve personal or job problems				
f. Help people with speech, vision, or emotional problems				
g. Assist a doctor, dentist, or psychologist in his/her work				
h. Give help to a family with social or religious problems				
i. Teach people to read, write, or solve math problems				

6.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Sell a car, rug, TV, or book to an interested person				
b. Do all the figuring and math for a hotel, bank, or business				
c. Type or file for a business				
d. Order, sort, file, and check out books, papers, or files				
e. Run a computer or design a program that makes a computer work				
f. Buy, stack, or sell groceries in a store				
g. Sell health, auto, and life insurance				
h. Help people plan and get tickets for plane or boat trips				
i. Greet people or answer the phone for a company				
j. Run a large office of secretaries, stock clerks, and file clerks				

7.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Work in the operating room of a hospital				
b. Assist in taking blood pressure, temperature, and information				
c. Assign rooms and see to the confort of overnight guests				
d. Run an efficient and pleasant hospital or hotel				
e. Cook for, serve, or clean up after a well-fed, happy guest				
f. Comfort and care for the needs of a person who is sick				
g. Discover the cause of a person's illness				
h. Help a person learn to walk, breathe, or talk after an illness				
i. Operate the machines that bring health back to sick people				
j. Assist in keeping order and cleanliness in a hospital or hotel				

8.	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Plant and care for fruits or vegetables				
b. Breed, feed, and care for dairy and beef cattle				
c. Watch over and help nature in developing a new forest				
d. Protect fish, wild animals, and national parks				
e. Plan and carry out programs to make sure we have clean air				
f. Train animals for entertainment or for obedience				
g. Grow flowers and plants that are bought for enjoyment				
h. Examine and test the soil for disease or fertilizing				
i. Care for sick birds or animals in a zoo				
j. Be in charge of a park with trees, flowers, grass, and water				

CAREER INTEREST CHECKLIST

(Teacher Copy)

1. BUILDING SERVICES	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Design the plans for a new building				
b. Paint walls, ceiling, and trim of a house				
c. Lay the tile and carpet				
d. Install all electrical wiring in a building				
e. Install and service the heating				
f. Help the mason mix cement and lay bricks				
g. Build cabinets for a kitchen				
h. Lay the shingles on a roof				
i. Install the glass and screens in a home				
j. Assemble sink, pipes, and toilets				

2. MECHANICAL AND INDUSTRIAL	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Repair the engine of an airplane				
b. Put new rings and bearings on an engine				
c. Design and build a new special wrench				
d. Repair toasters, vacuum cleaners				
e. Troubleshoot and repair broken radios or TVs				
f. Fix the diesel engine of a truck or tractor				
g. Work with metal on a drill press or lathe				
h. Plan, cut, sew, and install auto seatcovers				
i. Install a car door on the assembly line				
j. Design a new type of engine that saves fuel				

3. CREATIVE ARTS	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Write poems, stories, or articles for people to read				
b. Be in a play, movie, dance, or play an instrument				
c. Set the type, prepare the artwork, and print a book				
d. Make leather, silver, or clay jewelry and articles				
e. Plan, take, develop, print, and display photos				
f. Teach others to dance, sing, act, or play music				
g. Be in charge of a play, TV program, or movie				
h. Design the background, clothes or costumes for a movie				
i. Plan, buy, and set up the total inside of a house				
j. Design and paint signs for customers				

4. SCIENTIFIC	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Work with formulas, test tubes, microscopes, and chemicals				
b. Discover a new star using an optical or radio telescope				
c. Learn the complete chemical makeup of the human body				
d. Locate a new deposit of aluminum inside a mountain				
e. Find a mountain range under the sea				
f. Watch and plan for the movement of the weather in the U.S.				
g. Discover a new kind of light ray				
h. Learn how cavemen and cavewomen lived and how that helps us				
i. Plan for the needs of people				
j. Design a new air route from Africa to the South Pole				

5. PERSONAL SERVICES	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Pilot an airplane that carries passengers				
b. Sell tickets or serve food to passengers				
c. Cut and style hair for men and women				
d. Fix cavities or make false teeth for patients				
e. Help people solve personal or job problems				
f. Help people with speech, vision, or emotional problems				
g. Assist a doctor, dentist, or psychologist in his/her work				
h. Give help to a family with social or religious problems				
i. Teach people to read, write, or solve math problems				

6. CLERICAL AND SALES	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Sell a car, rug, TV, or book to an interested person				
b. Do all the figuring and math for a hotel, bank, or business				
c. Type or file for a business				
d. Order, sort, file, and check out books, papers, or files				
e. Run a computer or design a program that makes a computer work				
f. Buy, stack, or sell groceries in a store				
g. Sell health, auto, and life insurance				
h. Help people plan and get tickets for plane or boat trips				
i. Greet people or answer the phone for a company				
j. Run a large office of secretaries, stock clerks, and file clerks				

7. MEDICAL, HOSPITALITY, AND FOOD SERVICES	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Work in the operating room of a hospital				
b. Assist in taking blood pressure, temperature, and information				
c. Assign rooms and see to the confort of overnight guests				
d. Run an efficient and pleasant hospital or hotel				
e. Cook for, serve, or clean up after a well-fed, happy guest				
f. Comfort and care for the needs of a person who is sick				
g. Discover the cause of a person's illness				
h. Help a person learn to walk, breathe, or talk after an illness				
i. Operate the machines that bring health back to sick people				
j. Assist in keeping order and cleanliness in a hospital or hotel				

8. OUTDOORS (PLANTS AND ANIMALS)	Would Not Like (-)	Don't Know (0)	Would Like (+)	Really Like (++)
a. Plant and care for fruits or vegetables				
b. Breed, feed, and care for dairy and beef cattle				
c. Watch over and help nature in developing a new forest				
d. Protect fish, wild animals, and national parks				
e. Plan and carry out programs to make sure we have clean air				
f. Train animals for entertainment or for obedience				
g. Grow flowers and plants that are bought for enjoyment				
h. Examine and test the soil for disease or fertilizing				
i. Care for sick birds or animals in a zoo				
j. Be in charge of a park with trees, flowers, grass, and water				

INTEREST, APTITUDES, AND ABILITIES

Purpose: To show students how interests, aptitudes, and abilities relate to career planning.

Materials: "Self-Awareness" Worksheet

Introduction: **"The knowledge or self enables individuals to make better decisions--not only personal decisions, but also career decisions. One needs to understand and accept uniqueness of self in order to make sound decisions. An interest inventory or self-awareness test will reveal useful information."** Assign the self-awareness test.

Follow-Up: Discuss the assignment. Have students come up with some careers that might allow them to do these things while they earn a living.

SELF-AWARENESS

1. List ten activities you like to do.
2. Rank them according to what you enjoy the most to the least.
3. Then, check whether you do the activity alone or with others, whether money is needed, whether a skill is required, whether you might be doing this activity ten years from now.
4. Finally, add up your checks in each column and put the number in the TOTALS box.

Activity	Rank 1-10	Alone	With Others	Money Needed	Is a Skill Req.	10 Yrs From Now
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
TOTALS						

5. Using your totals, what can you conclude about your present lifestyle and what you enjoy doing?

____

____

6. What might this indicate about the kind of career choice you could make?

____

____

LEARNING ABOUT YOURSELF

Purpose: To enable students to discover who they are and to learn how their personal interests influence their career choice, and what they do in their leisure time.

Materials: "What Are Your Personal Interests"

Introduction: This activity is designed to help you learn more about yourself and the changes that take place as you grow in your personal development and relationships. Your personal interests can help you choose or identify occupations that will be interesting to you.

WHAT ARE YOUR PERSONAL INTERESTS

Directions: Look at the statements below and place a check to indicate your level of interest using the following scale:

VM - very much **SW** - somewhat **PN** - probably not **NAA** - not at all

STATEMENT	VM	SW	PN	NAA
1. I want to use artistic talents.				
2. I like to have a routine to follow.				
3. I prefer to work alone.				
4. I would like to travel.				
5. I like to work with tools and machines.				
6. I like to work with people.				
7. I like to do close, precise work.				
8. I like acting.				
9. I like working with children.				
10. I prefer outdoor work.				
11. I like working with animals.				
12. I want to supervise others.				
13. I like dancing.				
14. I like sports of all kinds.				
15. I prefer indoor work.				
16. I enjoy caring for sick people.				
17. I enjoy working with plants.				
18. I like working with plants.				
19. I like music.				
20. I would enjoy doing research.				
21. I want to use design skills.				
22. I like to work on cars.				
23. I like to do physical work.				
24. I like to sew.				
25. I would enjoy science-related activities.				
26. I like working with facts and figures.				
27. I like cooking.				
28. I enjoy writing.				
29. I like to draw and paint.				
30. I enjoy working in the yard.				
Others:				

Review the interests you have checked and choose the five (5) interests that appeal to you most.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

Based upon these five interests you have listed, describe a career that you feel would be ideal for you. Explain why.

III. Goals

App M13

Goal Area: To explain goal setting procedures to students.

Instructional Objectives: Students will learn and practice goal setting procedures.

Materials:

1. "Goal Setting" Teacher Discussion Sheet
2. Handout - Taking a Look at Yourself
3. Handout - Establishing Priorities
4. Teacher Introduction to Goal Organizer Sheets
5. Handout - Sample Goal Organizer
6. Handout - Goal Organizer

Procedures:

1. Share information on teacher discussion sheet "Goal Setting"
2. After introduction to goal setting distribute handout "Taking a Look at Yourself." Have students complete and discuss.
3. Have students complete handout "Establishing Priorities."
4. Lead discussion based on information contained in "Teacher Introduction to Goal Organizer Sheet"
5. Distribute handouts "Sample Goal Organizer" and "Goal Organizer."

Goal Setting - Teacher Discussion Sheet

When you define your goals, you provide yourself with a very important sense of direction. You become sure about where you are heading and what you need to achieve in order to get what you want out of life.

Explain that many times people do not make action plans for their lives out of ignorance of fear.

Social Psychologist Dr. A. H. Maslow wrote "Let us think of life as a process of choices, one after another."

> *"Cheshire Puss, Alice asked rather timidly. "Would you tell me, please, which way I ought to go from here?"*
>
> *"That depends a good deal on where you want to get to," said the cat.*
>
> *"I don't much care where - " said Alice. "Then it doesn't matter which way you go," said the cat.*

Lewis Carroll
Alice in Wonderland

When you don't plan a direction in life you make a choice that is, NO CHOICE.

This can lead to dull and sometimes sad consequences.

If you were to talk with the best students in your class about school, you would find that the majority of them have thought about their short-term and long-term goals. Typically, the best students define good grades as one of their most important short-term goals. Being accepted into college or getting a particular job is often one of their long-term goals.

Let's examine the role your study habits may play in helping or hindering you in attaining your goals.

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Taking a Look at Yourself

EVALUATING YOUR STUDY HABITS

Understanding how you study is an important step in the process of improving your study habits in order to achieve academic goals. The word *study* includes doing homework and preparing for tests.

The following checklist will help you see where you need improvement. Be honest with yourself. Fill out the checklist to reflect the way you are, not the way you think you should be.

Study Habits Checklist

Yes or No

1. Do you have goals for yourself? ________
2. If you have goals, are you working toward achieving them? ________
3. Do you usually have all the supplies you need to do your work at school? ________
4. Do you usually have all the supplies you need to do your work at school? ________
5. Do you usually write down your assignments? ________
6. Do you usually remember instructions? ________
7. Do you usually study in a quiet place? ________
8. Do you usually study without a lot of interruptions? ________
9. Do you have a written weekly schedule? ________

If your answers are mostly "yes," you probably have a head start on achieving your academic goals. If you answered "no," you may want to examine the affect of poor study habits on your long-term goals.

Establishing Priorities

Establishing goals for your life also involves establishing priorities. Suppose, for instance, that you want very much to become a fashion designer, but you are failing English. Your immediate priority is to figure out how to pass English. You recognize that if you don't pass the course, you will not graduate from high school. Very few employers will hire someone who hasn't graduated from high school.

A typical list of things to do follows. Pretend that you must arrange them in order of priority. Put the most important item first.

- Get a date for Friday night
- Clean up my room
- Change the strings on my guitar
- Study for the history midterm exam to be given tomorrow
- Buy tickets to next Sunday's concert
- Explain to the coach why I missed practice yesterday
- Go shopping for jeans
- Complete the algebra problems that are due tomorrow
- Talk to my parents about increasing my allowance
- Recopy my English essay that is due by fourth period today

Although priorities will vary among people, most students will agree that the English essay, the algebra problems, the history exam, and the discussion with the coach are very high priorities. The exact order of these priorities would depend on factors like the following:

- How long the English essay is and whether you have a study hall before fourth period
- How much studying remains to be done for the history test
- How long the algebra problems should take to complete
- How upset the coach gets when you miss practice

At any given time, some activities are more important than others. Once you get in the habit of establishing priorities, you can use this skill to set goals for yourself.

BEST COPY AVAILABLE

III. Teacher Introduction to Goal Organizer Sheets

When Jodi was in fifth grade and went to her first high school football game, she knew that she wanted to be a cheerleader someday. Being a cheerleader seemed exciting and glamorous to Jodi.

By the time Jodi entered high school, she was aware that there were girls in her class who were more coordinated and, perhaps, more popular than she was. Most of them also wanted to become cheerleaders. This did not discourage Jodi. She was certain that she would become a cheerleader.

To make the squad, Jodi realized that she would have to work very hard. She would have to be able to do each cheer better than anyone else trying out. She knew that she would have to project her enthusiasm, her personality, and her spirit.

Jodi also realized that she had to make sacrifices. Instead of spending her free time with her friends after school, Jodie worked for at least an hour practicing the cheers and routines. After mastering one cheer, she would begin preparing and practicing the next one.

Jodi's practice and preparation paid off. She was selected to be on the freshman cheerleading squad and, later, she became the captain of the varsity squad.

You, too, can get what you want. Like Jodi, you must first establish goals and then work to achieve them. Jodi's long-term goal was to be a cheerleader, and her short-term goals were to master the cheers. You will find that short-term goals are necessary in order to achieve long-term goals.

Let's assume that you know what you want to do when you finish school: you have decided to become a veterinarian. To become a veterinarian, you probably know that first you must graduate from high school with good grades. After high school you must go to college and get good grades there. Finally, you must be accepted at a school of veterinary medicine. Because so many students want to become veterinarians, getting into such a school is extremely difficult. The programs are highly competitive, and only the best students are accepted.

Once you realize that becoming a veterinarian is not an easy process, you are faced with the challenge of figuring out how to achieve you goal. Here's the challenge:

Long-Term Goal: To become a veterinarian

Short-Term Goals (These goals may be monthly or yearly, but they must be achieved in order to reach the long-term goal.):

1. Take the required science courses.
2. Get good grades throughout four years of high school.
3. Impress your teachers with your performance so that they will recommend you for college.
4. Begin saving money for college expenses.

If you don't have any long-term goals, don't be discouraged. This is perfectly normal for a young person. Begin by getting used to thinking about your future. Once you do set some long-term goals for yourself, don't be afraid to change them. It is normal to change goals as you mature.

BEST COPY AVAILABLE

Here is a sample Goal Organizer. It has been filled out to show you how a typical student might establish his or her goals.

After you understand how the sample Goal Organizer has been filled out, complete your own Goal Organizer.

If you do have long-term goals, fill them in. If not, focus on short-term goals such as getting a good grade in your science class. Remember that *a good high school record will permit you to choose what you want to do with your life.*

Please note that weekly and daily goals have also been filled in on the sample Goal Organizer. Students who choose to establish daily and weekly goals for themselves will become "super organized." They probably will find that they have more free time than they realized!

BEST COPY AVAILABLE

SAMPLE GOAL ORGANIZER

LONG-TERM GOALS

1. Graduate from high school with a **B** average or better.
2. Become a starter on the varsity basketball team.
3. Qualify for a college scholarship.
4. Become a lawyer.

SHORT-TERM GOALS

1. Receive a minimum of **B** on the next English book report.
2. Complete a review of the first six chapters in the history text.
3. Copy biology notes for the two days absent last week.
4. Receive a minimum of **B** on the next algebra test.

WEEKLY GOALS

1. Complete all science problems by Thursday.
2. Compare history notes with Joan.
3. Read a minimum of thirty pages in the novel for the next book report.
4. Review Spanish vocabulary from previous weeks.

DAILY GOALS

1. Check to make sure I have written down all assignments.
2. Be sure to hand in daily Spanish sentences on time.
3. Check to make sure I have all science handouts.
4. Get to gym class on time!

GOAL ORGANIZER

LONG-TERM GOALS

1.
2.
3.
4.

SHORT-TERM GOALS

1.
2.
3.
4.

WEEKLY GOALS

1.
2.
3.
4.

DAILY GOALS

1.
2.
3.
4.

III. Setting Goals

Goal Area: To increase awareness of goal setting to students.

Instructional Objective: Students will practice writing short and long term goals.

Materials:

1. Handout "Goals"
2. Pencil

Procedure:

1. Explain to students that by setting goals, one has a direction to follow. Setting goals gives us purpose and achievement.
2. Goal setting should be ongoing, we need daily goals as well as weekly, yearly, and future goals.
3. Give students handout and ask students to list at least three goals they would like to accomplish today.

   Example:
   1. Return call to Judy
   2. Buy paper
   3. Get to bed by 10:00
4. Ask them to think about goals they would like to have accomplished by this week.

   Example:
   1. Save $5.00
   2. Finish report
   3. Visit Mom
5. Tell them to continue with longer term goals (think within a year).

   Example:
   1. Pass with a "B" average in all subjects.
   2. Stop biting nails
   3. Save $260.00
6. Finally, have students think about and write at least 3 longer term goals for their future.

   Example:
   1. Own a car
   2. Have beautiful nails
   3. Open several IRA's

GOALS

I want to accomplish . . .

TODAY

1.

2.

3.

THIS WEEK

1.

2.

3.

THIS YEAR

1.

2.

3.

IN MY FUTURE

1.

2.

3.

INTEREST, APTITUDES, AND ABILITIES

Purpose:	To show students how interests, aptitudes, and abilities relate to career planning.
Materials:	"Self-Awareness" Worksheet
Introduction:	**"The knowledge or self enables individuals to make better decisions--not only personal decisions, but also career decisions. One needs to understand and accept uniqueness of self in order to make sound decisions. An interest inventory or self-awareness test will reveal useful information."** Assign the self-awareness test.
Follow-Up:	Discuss the assignment. Have students come up with some careers that might allow them to do these things while they earn a living.

SELF-AWARENESS

1. List ten activities you like to do.
2. Rank them according to what you enjoy the most to the least.
3. Then, check whether you do the activity alone or with others, whether money is needed, whether a skill is required, whether you might be doing this activity ten years from now.
4. Finally, add up your checks in each column and put the number in the TOTALS box.

Activity	Rank 1-10	Alone	With Others	Money Needed	Is a Skill Req.	10 Yrs From Now
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
TOTALS						

5. Using your totals, what can you conclude about your present lifestyle and what you enjoy doing?
6. What might this indicate about the kind of career choice you could make?

LEARNING ABOUT YOURSELF

Purpose: To enable students to discover who they are and to learn how their personal interests influence their career choice, and what they do in their leisure time.

Materials: "What Are Your Personal Interests"

Introduction: This activity is designed to help you learn more about yourself and the changes that take place as you grow in your personal development and relationships. Your personal interests can help you choose or identify occupations that will be interesting to you.

WHAT ARE YOUR PERSONAL INTERESTS

Directions: Look at the statements below and place a check to indicate your level of interest using the following scale:

VM - very much **SW** - somewhat **PN** - probably not **NAA** - not at all

STATEMENT	VM	SW	PN	NAA
1. I want to use artistic talents.				
2. I like to have a routine to follow.				
3. I prefer to work alone.				
4. I would like to travel.				
5. I like to work with tools and machines.				
6. I like to work with people.				
7. I like to do close, precise work.				
8. I like acting.				
9. I like working with children.				
10. I prefer outdoor work.				
11. I like working with animals.				
12. I want to supervise others.				
13. I like dancing.				
14. I like sports of all kinds.				
15. I prefer indoor work.				
16. I enjoy caring for sick people.				
17. I enjoy working with plants.				
18. I like working with plants.				
19. I like music.				
20. I would enjoy doing research.				
21. I want to use design skills.				
22. I like to work on cars.				
23. I like to do physical work.				
24. I like to sew.				
25. I would enjoy science-related activities.				
26. I like working with facts and figures.				
27. I like cooking.				
28. I enjoy writing.				
29. I like to draw and paint.				
30. I enjoy working in the yard.				
Others:				

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Review the interests you have checked and choose the five (5) interests that appeal to you most.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Based upon these five interests you have listed, describe a career that you feel would be ideal for you. Explain why.

CAREER CRUSIER

STATE OF FLORIDA / DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA

ORDER FROM DEPARTMENT OF EDUCATION.

HIDDEN TEST

PURPOSE: This self-awareness test can be used to allow students to think about themselves and the way others see them.

MATERIALS: Have students take out a blank piece of paper and a pen or pencil.

TIME: 1/2 of a Class period.

INSTRUCTIONS: Have students number their paper from 1-3. Next to number one, have them write down their favorite color. Next to their favorite color, have them write down 3 adjectives that describe that color. (Make sure the students know that adjectives are words that describe. For example, if their color is red, one adjective could be bold, since that is an adjective that one might think of in association with that color). Explain to the students that it is important that they do not share their answers with their classmates at this time.

Next to number two, have the students write down the name of an animal, and 3 adjectives that describe that animal.

Next to number three, have the students write down a body of water. This does not have to be specific -- they could write ocean, stream, lake, etc. Then they are to write 3 adjectives that describe that type of water.

After the students have completed all three items, explain to them how to interpret this "test":
Item one reveals how they see themselves
Item two reveals how others see them
Item three reveals how they see their live

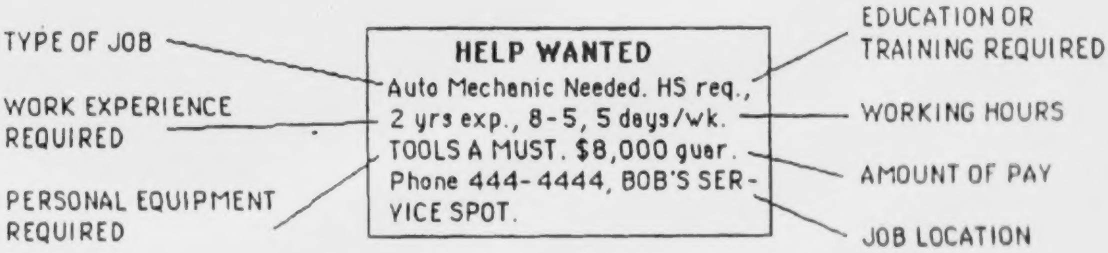
FOLLOW-UP: Allow students to discuss their answers and interpretations with each other and with the group. Ask how many students agree and disagree with the interpretation.

Reading the Want Ads

The want ads in your newspaper may be a gold mine of information about job openings. Most job hunters head for the want ads first.

The front page of each newspaper usually tells you on what page to find the want ads (classified ads). Once you've found the right section, look under "Help Wanted" or "Employment Opportunities." Sometimes want ads are listed alphabetically. For example, jobs advertising for accountants would be near the beginning and those for zebra keepers near the end. Sometimes the ads are grouped under headings such as "Administrative," Sales," or "Technical."

What should you do when you open the newspaper and find hundreds of jobs listed? How can you decide which jobs to go after? Look at the information shown in the ad below.



HELP WANTED

Auto Mechanic Needed. HS req., 2 yrs exp., 8-5, 5 days/wk. TOOLS A MUST. $8,000 guar. Phone 444-4444, BOB'S SERVICE SPOT.

TYPE OF JOB
WORK EXPERIENCE REQUIRED
PERSONAL EQUIPMENT REQUIRED
EDUCATION OR TRAINING REQUIRED
WORKING HOURS
AMOUNT OF PAY
JOB LOCATION

Look for these kinds of information each time you read an ad. By doing this you will have a good idea of what the advertised job has to offer. You may be able to tell if it's the right job for you.

You won't find all of this information in every ad. Sometimes ads give very little information but sound like they're advertising terrific jobs. Read about Fran's experience.

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OPPORTUNITY KNOCKS... IN THE NEWSPAPER!

JOB CLUSTERS:

Jobs can be divided into many different categories. See if you can find a job advertised in the newspaper for each of these categories listed below. Then paste the ad in the appropriate box.

Recreation and Hospitality

Manufacturing

Business and Office Work

Marketing and Sales

Agriculture and Nature

Health

Public and Government Services

Marine Science

Consumer and Homemaking

Fine Arts (acting, singing, etc.)

Communications and Media

Personal Services (hairstyling, dry cleaning, etc.)

Transportation

Construction

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App M24

TIME WHEEL

PURPOSE: To determine how students spend their time (on any given day), and how students can better use their time to accomplish certain goals.

MATERIALS: Class set of "How I Spend My Time" Worksheet
Colored pencils

TIME: 1/2 Class Period

INSTRUCTIONS: Discuss with students that time is a precious commodity because we can never "BUY" more time. How we spend our time daily can determine what goals we can accomplish. For example, if a student had an after school job, that student would have to be disciplined enough to set time at night to complete homework instead of watching 4 hours of television.

Read aloud to the students what each color represents on the wheel, and have them add to the list if they have any special activities (i.e.. football, karate, piano lessons, etc.). Then have them color the time wheel with what they feel represents their day.

FOLLOW-UP: Discuss results when students are finished. Survey the student to see if most of them use their time in the same manner. On the back have the students write suggestions on how they could improve their time usage. Have students determine how this activity is related to career choices.

Career

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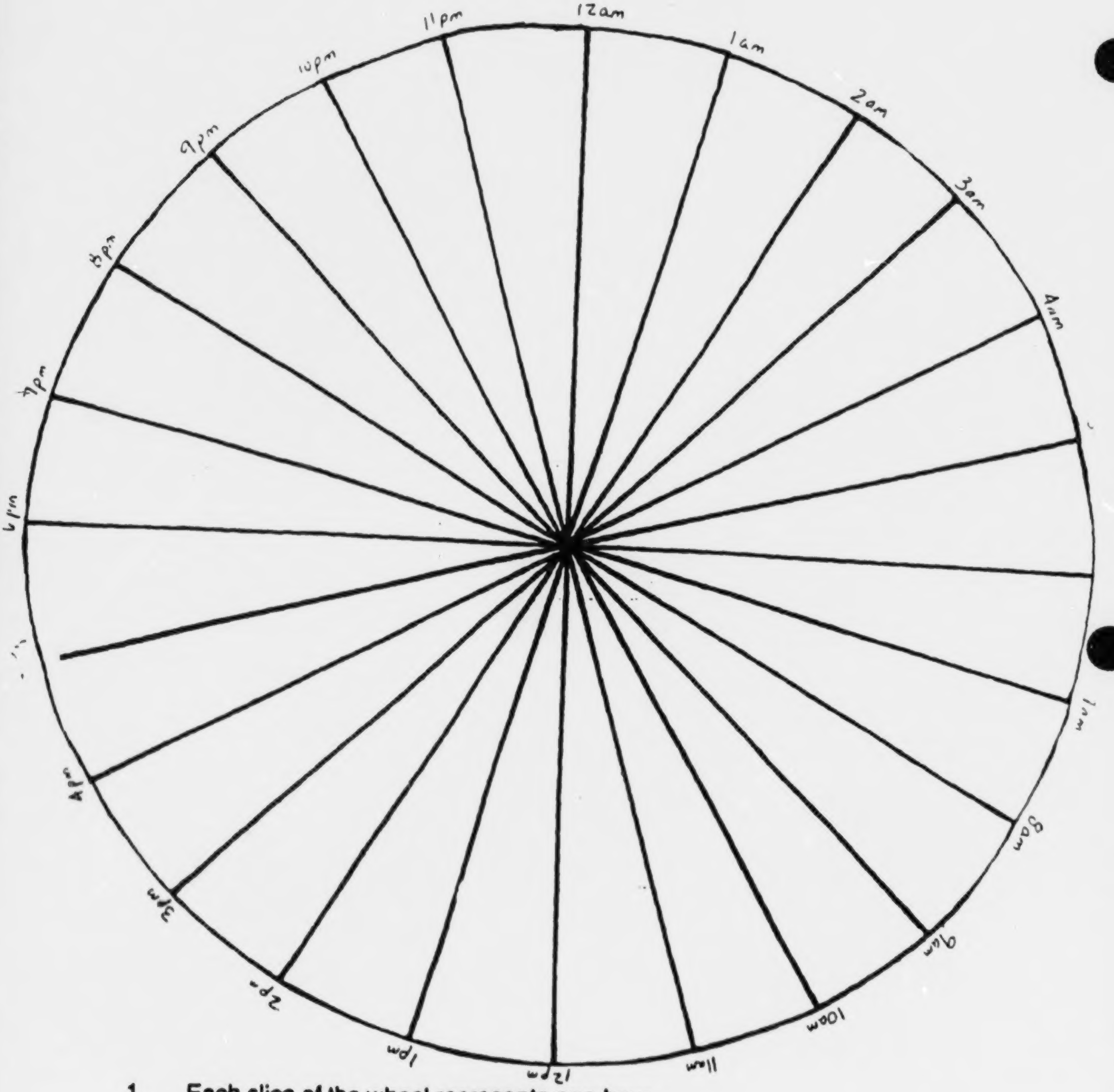
HOW I SPEND MY TIME


12am
1am
2am
3am
4am
7am
8am
9am
10am
11am
12pm
1pm
2pm
3pm
4pm
6pm
7pm
8pm
9pm
10pm
11pm

1. Each slice of the wheel represents one hour.
2. Typical wheel includes: sleep, school, at work, with friends, on homework, alone, on chores with family and on the telephone.

Black = sleeping
Red = school
Green = work
Orange = chores
Blue = homework

Brown = watching
Purple = using the
telephone
Yellow = with frie
or family

Take a Close Look

Self Awareness
Activity 7

Purpose:

To increase awareness of factors that influence self-concept, including messages from other people and one's own strengths and weaknesses. The students will know that how they feel about themselves has a direct relationship to their behavior, including their use of drugs.

Materials/Preparation:

Corresponds with student handout, "Take a Close Look."

Instructions:

As a class, brainstorm a list of people who have an effect on building self-image of students.

Write this list on the board.

Ask the students to complete the handout "Take a Close Look."

Ask the students to score their paper.

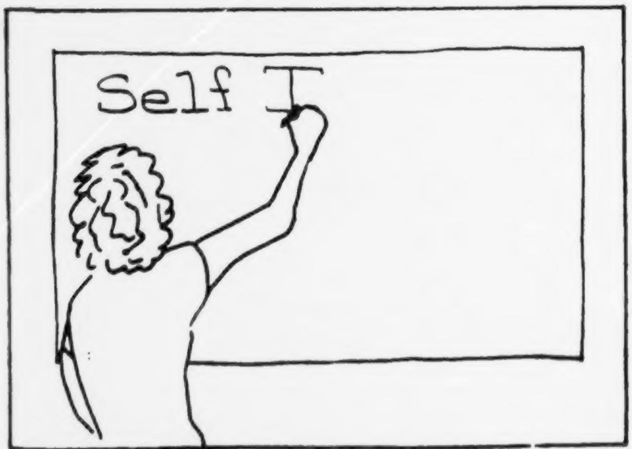
- Scoring criteria: total all odd statements; total all even statements.

Discuss with the students the following personality profiles for odd and even statements, asking them to determine which profile describes them best.

Score on the odd statements -

A score of 0-10 on the odd statements would mean you are a "Self-Assured Susan." You do not need a great deal of approval from other people. You are honest about your accomplishments and are able to deal responsibly with disappointments.

A score of 11-20 on the odd statements would mean you are a "Vascillating Valerie." You sometimes feel positive about yourself but often let others' opinions sway you. You may be able to ask others for help, but feel inferior when you do so.



Using the board

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A score of 21-30 on the odd statements would mean you are a "Nervous Nancy." You may not feel good about yourself, or you may have a poor self image. You tend to allow others' opinions to direct your feelings and actions.

Score on the even statements -

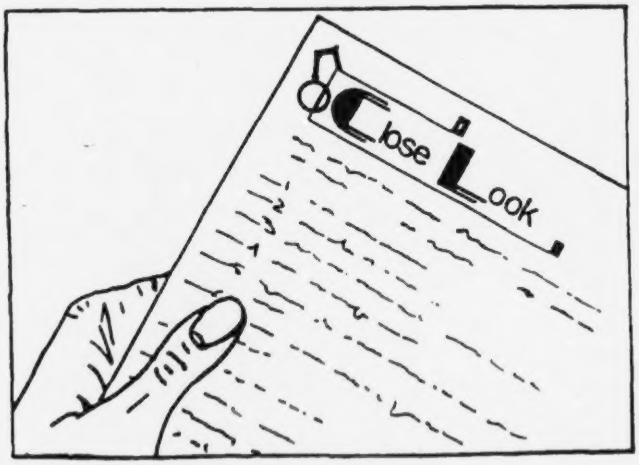
A score of 0-10 would mean you are an "Anxious Andy." You may not feel very good about yourself, or you may have a poor self-concept. Perhaps you are unable to act assertively, unsure about taking responsibility, or let other people affect how you feel about yourself. Making decisions may be scary for you and you may decide to do what others would want you to.

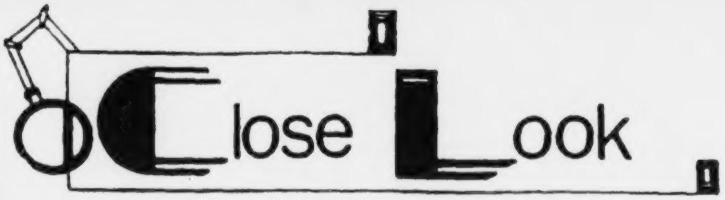
A score of 11-20 would mean you are a "Wavering Willy." You may often feel good about yourself, but if something negative is attributed to you, your self confidence may drop. You can act assertively, but it is very hard for you. You may feel nervous when in new situations and tend to put down your own accomplishments. You may welcome making your own decisions, but sometimes feel pressured to make a decision that will please others.

A score of 21-30 would mean you are a "Steadfast Stuart." You feel good about yourself and do not need approval from others. You are able to let others know your feelings, take responsibility for yourself and do not feel the need to criticize others in order to make yourself feel good. Your self-concept is strong enough that you do not feel you must make decisions that please others.

Discuss with students the following questions:

- How does peer pressure influence self-image and behaviors such as drinking at school functions, drinking and driving, and mixing alcohol with other drugs?
- How can setting personal goals help to raise self-esteem?
- What are some characteristics students would like to change?
- How does self-image affect behavior and drug use decisions?





Close Look

Score each statement by writing the appropriate number in the blank:

0: not true 1: somewhat true 2: largely true 3: true

_____ 1. It is very important to me to please others.

_____ 2. I feel at ease around most people.

_____ 3. I often exaggerate my accomplishments to build myself up.

_____ 4. I accept praise without embarrassment.

_____ 5. I get angry at others when my decisions don't turn out as I expected.

_____ 6. I am able to ask for help when I need it and it doesn't mean that I am inferior.

_____ 7. I don't like to make decisions.

_____ 8. I eagerly anticipate new situations.

_____ 9. I feel inferior when I lose.

_____10. I am able to let others know what is important to me.

_____11. I have a hard time waiting for things I want now.

_____12. I feel good about my accomplishments.

_____13. I often feel like people are criticizing me.

_____14. I take responsibility for the consequences of my decisions.

_____15. I feel nervous in new situations.

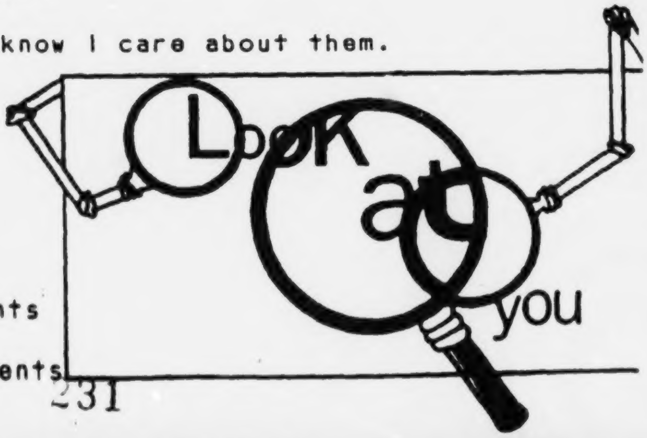
_____16. I accept responsibility for myself and do what I believe is right.

_____17. I am often critical of others.

_____18. I am able to let my family know I care about them.

_____19. I have a strong need for recognition and approval.

_____20. I am not prejudicial towards people who are different from me.



SCORING CRITERIA:

Total from all odd statements = ________

Total from all even statements = ________

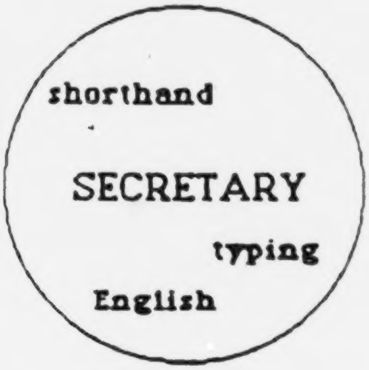
CAREER GUMBALL MACHINE

PURPOSE: To explore different careers to determine the school subjects required for employment.

MATERIALS: Colored construction paper cut into circles.
Colored markers or Crayons.
Bulletin board with large gumball machine (See attached diagram).
Resource Materials: Occupational Outlook Handbook. Encyclopedia Of Careers, Occufile.

TIME: 1 Class Period.

INSTRUCTIONS: Give each student a different colored gumball and have them write the following on their gumball:
1. Career choice or any career
2. Subjects required in school to prepare for this career.



Circulate around the room to encourage students to select a wide variety of careers (to avoid duplication of research). Allow students to use the available resources for help in their research.

Have students place their gumball on the bulletin board. Discuss with students the different careers on the board and the subjects required.

FOLLOW-UP: These careers may be used later as choices for the research paper.

The ABCs of Careers

Using the newspaper, the dictionary, or the yellow pages of the telephone book, identify ~~two~~ careers for each letter of the alphabet.

one –> Job openings

A ____________________

B ____________________

C ____________________

D ____________________

E ____________________

F ____________________

G ____________________

H ____________________

I ____________________

J ____________________

K ____________________

L ____________________

M ____________________

N ____________________

O ____________________

P ____________________

Q ____________________

R ____________________

S ____________________

T ____________________

U ____________________

V ____________________

W ____________________

X ____________________

Y ____________________

Z ____________________

App M

ON THE JOB ATTITUDES

PURPOSE: To understand the attitudes necessary for success in work and learning.

MATERIALS:
Attitudes at School and Work (Handout)
School Situations... Is Your Attitude Showing? (Handout)
Career Situations... Is Your Attitude Showing? (Handout)
Dictionaries

TIME: 1-2 Class Periods

INSTRUCTIONS:

1. Write the 10 attitudes on the board.
2. Divide the class into cooperative learning groups and have each group use the dictionaries to look up the definitions of the attitudes. (Depending on the number of groups, some may need to define two words.)
3. Discuss the definitions of the attitudes with the class and arrive at a consensus of their meanings.
4. Distribute the Attitudes at School and Work handout at each group.
5. Using the School Situations... Is Your Attitude Showing? handout, read each story to the class, or have a different student from each group take turns reading them aloud.
6. After each story is read, the students are to decide within their group which attitude they believe is displayed by the behavior described in the story, or which attitude needs to be developed by the person or persons in the story. The students should place their choices on the blanks provided under "School" on the Attitudes at School and Work handout.

7. After all 10 stories have been read and discussed by the groups, the groups should share their responses with the class.

8. Distribute the Career Situation... Is You Attitude Showing? handout. Follow the same procedure as above, reading the situations to the class and having the groups determine the attitude involved. Groups now place their choices under "Career" on the Attitudes at School and Work handout.

9. Discuss the groups' choices after the exercise is completed.

FOLLOW-UP: Have each student write an example of one time they displayed one of the positive attitudes from this lesson.

ATTITUDES AT SCHOOL AND WORK

A. Honesty

B. Acceptance of criticism

C. Patience

D. Dependability

E. Cooperation

F. Willingness to learn

G. Enthusiasm

H. Loyalty

I. Willingness to follow directions

J. Initiative

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

CAREER

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

CAREER SITUATIONS ....

Is Your Attitude Showing?

1. Carol, an airline stewardess, was scheduled for a flight to New York departing at 9:00 p.m. Stewardesses are required to check in an hour before flight time. When Carol did not check in or call by 8:30, her supervisor had to make arrangements for someone else to take her place. At 9:00 p.m. Carol came rushing in, explaining that she had overslept. The supervisor placed Carol on probation for not notifying them that she would be late. Her negligence caused an inconvenience to another stewardess and a delay of the flight.

   What attitude did Carol fail to display? (dependability)

2. John, 20, worked at Graham's Garage. He was unusually slow in performing brake jobs for customers. When his supervisor tried to show him how he could do it faster, he refused to listen. He said that his way was the best, even though it was slower. John had shown a similar attitude about other jobs around the garage, always insisting on doing things his way, whether his way was best or not.

   Which attitude does John lack? (willingness to learn)

3. Jimmy works in an office where he is paid by the hour. He wants to go skin diving in the Keys during the weekend with his friends but doesn't want to lose two-hours' pay. He tells his boss he doesn't feel well and wants to go to the doctor. The boss gives him permission to leave without losing pay.

   Which attitude is Jimmy lacking in this situation? (honesty)

4. In a large department store during the holiday season the manager requested that the sales personnel take their lunch breaks from 11 a.m.-12 noon or 1-2 p.m. because of heavy customer traffic between 12 and 1. Sue had been eating lunch with her boyfriend from 12-1 since she had begun working at the store. She felt that she had earned the right to choose her lunch time; however, she changed her lunch time along with the other employees.

   Which attitude best describes Sue's behavior? (cooperation)

5. In a machine shop, directions for the use of each machine and the safety precautions are posted above the machines. Frank, as a new employee, was told to read and follow the posted instructions very

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carefully. In his eagerness to show he could finish faster than the other employees, Frank neglected to wear his safety glasses while operating his machine. As a result, Frank had to be taken to the emergency room at the hospital where a piece of metal had to be taken from his eye.

Which attitude did Frank fail to display? (willingness to follow directions)

6. Maggie, 18, has just completed high school and has her first job as a receptionist in a savings and loan company. She appears to enjoy her job and smiles amiably at everyone who comes into the bank. Many people stop to chat with her just because she seems so friendly. She looks forward to going to work every morning and is sorry when her workday is over. Maggie can hardly wait to get home each night to tell her family and friends about the interesting and exciting things that happen to her at work.

   What attitude does Maggie display? (enthusiasm)

7. Jack was a checker in a large supermarket. He was a good worker, very dependable, and never late for work. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manager became weary of seeing notes in Jack's cash register each day explaining his errors. So he decided to speak to Jack about it. He suggested that Jack should slow down and try to be more accurate. Jack realized that the manager was only trying to help him to do a better job.

   Which attitude did Jack display? (acceptance of criticism)

ENVIRONMENTAL FEELINGS

APP M34

SELF CONCEPT

MATERIALS/RESOURCES

Magazines

Mural Paper

Paste/Glue

Oaktag (12 x 18)

Scissors

Magic Markers, Crayons, Water Color Sets (optional)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individuals

TIME: Two/Three Class Periods

INSTRUCTIONAL OBJECTIVE

Having collected and identified pictures that show positive as well as negative feelings for the environment, students will create collages contrasting the two types of feelings.

PROCEDURES

PRIOR TO BEGINNING ACTIVITY

Teacher should bring a collection of magazines to the classroom. All types of magazines may be included in the collection, but those representing outdoor themes are a particular necessity. Motivation for the initial discussion could be that of placing representative positive and negative environmental scenes on a bulletin board with the caption, "How does this picture make you feel?" The teacher can also solicit magazines from the students for a classroom collection, again making a point of stressing environmental/outdoor publications.

1. Begin activity by discussing environmental objects or situations that evoke or convey a particular mood or feeling:

- a setting sun over a mountain lake	(peace, serenity, nostalgia)
- a weeping willow tree	(sadness, death, melancholy)
- a mountain stream	(cleanliness, youth, energy)
- graffiti carved on an oak tree	(destruction, intrigue)
- a dried up river bed	(death, neglect, concern)
- a landscaped garden	(care, love of nature, work)
- a bird building a next	(necessity, pride, curiosity)

SUPPLEMENTARY RESOURCES

TEACHER

Elardo, Phyllis and Cooper, Mark. AWARE: Activities For Social Development. Reading, MA: Addison-Wesley Publishing Co., 1977 (BICEP 3274).

Paulson, Wayne. The Values Corner, An Independent Learning Center for Grades 2-5. Minneapolis, MN: Winston, Press, Inc., 1976 (BICEP 3403).

STUDENTS

Johnson, Ann Donegal. The Value of Caring - Eleanor Roosevelt. LaJolla, CA: Values Communications, Inc., 1977 (BICEP 9024).

Johnson, Spencer. The Value of Kindness - Elizabeth Fry. LaJolla, CA: Values Communications, Inc., 1976 (BICEP 9028).

FOLLOW-UP ACTIVITIES

Students may wish to research (and possibly interview) agencies and organizations in the community whose purpose is that of promoting friendship and support among members. Examples of these types of agencies/organizations could include:

- Rotary International
- Kiwanis
- Benevolent Order of Elks
- Parents without Partners
- American Field Service
- Senior Citizen Clubs

(No attempt is made to include or exclude all these types of organizations in this activity. Teacher should focus on those most active in his/her locality.)

Students may wish to work with church and civic agencies to adopt "friends" in health care facilities and local sanitariums/hospitals.

TEACHER'S NOTES

PROCEDURES Continued

- a dog greeting his/her owner	(love, friendship, loyalty)
- a rose bursting into bloom	(birth, beauty, warmth)
- a polluted stream	(neglect, anger, concern)
- refuse on a city street	(abuse, carelessness)
- a harvest scene	(thankfulness, pride, labor)

- Choose any of the above objects or situations (particularly one where obvious emotion is displayed by the class as a whole). Encourage more students to elaborate on this list.
- Have magazines ready to distribute or readily accessible. Direct students to find a picture that illustrates the object or situation chosen in Procedure #2.
- Allow students to search magazines with the overall objective being that of an environmental scene that evokes positive or negative feelings. Personal values and experiences will become an integral part of the searching process. The sharing of ideas and the reasons for positive or negative feelings should be encouraged by the teacher.
- Provide materials for designing personal collages and direct students to create two collages, one showing positive feelings toward the environment and one depicting negative reactions.
- Encourage students to find appropriate scenes from available magazines. However, allow the option of personal illustrating if so desired. Some students may even wish to complete their collage with a quotation from a famous environmentalist or a poem.
- Prepare a place in the classroom where collages can be displayed and shared by their creators.
- Culminate activity by stimulating a discussion about environmental awareness and concerns. Questions to initiate discussion could include:
  - Why do some young people trample and destroy flower beds and shrubbery?
  - Why do certain people take pride in maintaining their property?
  - Why do some people break off tree branches without just cause, or pick lady slippers?
  - What satisfaction is to be gained from feeding the birds?
  - Why do some people unnecessarily harm animals?
  - How can individuals create pleasing environmental surroundings?

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SUPPLEMENTARY RESOURCES

TEACHER

Elardo, Phyllis and Cooper, Mark. AWARE, Activities for Social Development. Reading, MA: Addison-Wesley Publishing Co., 1977 (BICEP 3274).

Weber, M. C. Solar Safari and Seventy Other Simple Science Games for Children. Nashville, TN: Incentive Publications, Inc., 1978 (BICEP 3114).

STUDENT

Fun With The Environment. Washington, D. C.: United States Environmental Protection Agency, 1977 (BICEP 3272).

FOLLOW-UP ACTIVITIES

Students can draw their own positive feelings for their environment on construction paper by designing posters expressing the idea of "Protecting the Environment."

TEACHER'S NOTES

242

SELF

Cooperation—a daily occurrence

Conceptual focus: Cooperation

SOCIAL SITUATION

The classroom is a social group. Each of us is expected to be a member of this group. Everyone has reason to want the classroom to be a good place in which to study and learn new things.

If the classroom is going to be a good place to study and learn new things, class members must cooperate with one another and with the teacher.

We cooperate when we share ideas, the things we own, and when two or more of us work together to complete a task.

Nine ways for cooperation in the classroom are listed below. Use the space that is provided after each item to explain why the behavior identified requires cooperation.

1. When we play games, we cooperate. How? ______
2. When different class members do different things to build a bulletin board, we cooperate. How? ______
3. When we do the work the teacher assigns, we cooperate. How? ______
4. When we participate in a class discussion, we cooperate. How? ______
5. When we collect money to pay for a bus and take a field trip, we cooperate. How? ______
6. When small groups of students do an experiment in science, we cooperate. How? ______
7. When we help break up fights between classmates, we cooperate. How? ______
8. When each of us brings something for a class party, such as potato chips, we cooperate. How? ______
9. When we plan and do a group project, we cooperate. How? ______

The Classification Format of the Value Sheet

Individual Decision Sheet

Complete this decision sheet working alone. Nine ways in which members of a class may cooperate are listed below. All nine can be important. Some are probably more important to you than others. Your task is to rank order these from the one that is most important to the one that is least important.

_______ Playing games.
_______ Building bulletin boards.
_______ Completing assigned work.
_______ Speaking and listening during class discussions.
_______ Collecting money for field trips.
_______ Conducting science experiments.
_______ Helping enemies become friends.
_______ Sharing cookies and other good things for a party.
_______ Planning and doing a group project for the class.

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The Classification Format of the Value Sheet

Group Decision Sheet 2

The three *least* important ways in which we might cooperate are:

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

Suppose members of your class never cooperated in these three ways. How might this make your class a *bad* place in which to study and learn?

____

____

____

____

____

These three are least important because ______________________________

____

____

____

____

____

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Working with Community Service Organizations

Mentors and role models are very important for young people, especially at-risk adolescents. Shadowing and internship opportunities are very meaningful but finding volunteers can be difficult and time consuming. Yet many people in business are interested in helping young people prepare for the working world. So, if you haven't already, why not consider recruiting one of the service organizations in your community to sponsor your school's program.

FINDING THE RIGHT SERVICE ORGANIZATION TO APPROACH

If you aren't familiar with the different community service organizations in your community, contact your local Chamber of Commerce to get a list. They will have the names and phone numbers of the president and the program chairperson for each organization in your community.

Some of the organizations you should consider contacting include:

- Altrusa
- American Association of University Women
- Business and Professional Women
- Kiwanis
- Lions Club
- Rotary
- Soroptimist
- Zonta International

These organizations are made up of professional and career-oriented individuals who will probably be particularly interested in helping young people become ready for the work force.

Do some homework before you contact someone within the organization. Try to find out which organizations within your community are particularly interested in supporting either youth or education. Use your network of friends and professional acquaintances to research this information. If you have an advisory board, they will be helpful with this task.

RECRUITING THE SERVICE ORGANIZATION

Once you have determined which organization(s) would be most interested in becoming involved with your school's program, contact the program chair and offer to give a presentation at one of their meetings. For the organizations which have weekly meetings (usually at lunch), program chairs are constantly on the lookout for interesting presentations about the community. Your call will be most welcome.

Speakers' Bank

The topics for discussion in *Career Choices* raise many opportunities for guest speakers to come into the classroom. It is up to the individual instructor, of course, to decide who to use and how to use them. But, to make things a bit easier, we have compiled a chart listing possible speakers for the entire course. Since you are unlikely to be personally acquainted with experts and resource people in all these areas, tracking them down could be time-consuming. Therefore, we recommend using this chart to get some help.

You might simply want to make photocopies of the chart and pass them around to friends and co-workers who might be able to supply some names and phone numbers. If you belong to community organizations such as the Kiwanis, Soroptomists, or the Rotary, you might pass a chart around at the next meeting. If you enjoy public speaking, you could make a presentation about your class to some of these organizations, and then ask for help from the members. Or you might get community people involved by bringing your request before the school improvement team. The list can be easily tailored to reflect community needs or the needs of your students.

On page 178 we have outlined a description of a "Director of Mentors." Perhaps, the person who holds this volunteer position could be enrolled to assist in locating and scheduling guest speakers.

If you conduct this class many times throughout the day, it may be difficult to find individuals who can devote that amount of time. We suggest scheduling your guest speakers in the morning, a half hour to forty-five minutes before the school day begins. Most working adults are used to breakfast meetings, and it should not interfere with their work day. Therefore, it should be easier to get guest speakers at this hour. While students may groan about the earlier hour, you could point out that schedule adjustments are common in the work world and that flexibility of time is a mandatory requirement of most jobs. The expectations should be clear and this should be seen as part of their homework.

Arrange for the presentations to be held in the school theater so many classes can be accommodated. Be sure to advise the other faculty members of your scheduled presentations. Perhaps they would like to attend.

If the school has a video recording service, arrange for a student to video the presentations. This way you can keep the better ones on file and can share them with the counseling office for individual counseling situations.

It might be helpful to lend each speaker a copy of the text *Career Choices* so he or she can review the appropriate section and be familiar with the concepts the students are studying.

References for Speakers' Bank

Successfully retired individuals (3–5) ....

Real estate professional ....
Travel agent ....
Insurance agent ....
AFDC parents (2–3) ....
Person who gave up an opulent lifestyle
 to do something meaningful ....

Psychologist ....
Entrepreneur ....

Handicapped individual who copes well ....
Individuals who overcame adversity:
  High school dropout ....
  Teen mother ....
  Recovering substance abuser ....
Individuals still struggling:
  High school dropout ....
  Teen mother ....
  Retired person ....
Women successfully mixing:* ....
  Career and family
  Professional
  Blue collar
Immigrant entrepreneur ....
Community social service resource specialist ....
United Way staffperson ....

Bank manager ....
Stockbroker ....

Personnel specialist ....

Career counselor ....
Vocational counselor
College placement officer
Military recruiter
Union director
Employment development director
Owner of recruiting firm

Speaker's Bureau

NAPLES AREA CHAMBER OF COMMERCE
3620 North Tamiami Trail, Naples, Florida 34103-3724
Phone: (941) 262-8374 ♦ Fax: (941) 262-8374

VISITOR CENTER
895 Fifth Ave. South
Naples, Florida 34102-6605
Phone: (941) 262-6141♦ Fax: (941) 435-9910
E-mail: chamber@naples-online.com
Internet: www.naples-online.com

LOUIS ACHILLE
Achille & Company
165 Barefoot Circle
Bonita Springs, Florida 34134
(941) 992-1333 FAX: (941) 992-6993

TOPICS: Customer and Human Relations, Communications, Team Building, Personal Growth.

EXPERIENCE: Seventeen years public speaking and training; Regional Coordinator, Chrysler Corp.; MBA.

BETH SULZER-AZAROFF
The Browns Group
5555 Heron Point Drive
Naples, Florida 34108
(941) 591-4512 FAX: (941) 591 -4757

TOPICS: Enhancing quality of performance on the job.

EXPERIENCE: Professor Emeritus, University of Massachusetts, Amherst; Specialty: Performance Management; extensive experience in business: safety, quality, production; also education.

JAMES D. and JAINE M. CARTER, Phd's.
Carter & Carter Enterprises, Inc.
720 Turkey Oak Lane
Naples, FL 34108-8550
(941) 566-7720 FAX: (941) 566-9955

TOPICS: Communications-business; employee motivation; sales; working couples.

EXPERIENCE: Phd. Business Administration; over 22 years business consulting; over 12 years faculty; AMA's President Association.

DAVID LAWRENCE CENTER
FOR MENTAL HEALTH, INC.
Public Information Office
6075 Golden Gate Parkway
Naples, Florida 34116-7454
(941) 445-1031 FAX: (941) 455-6561
TOPICS: Marriage and family, stress management, depression, professional and personal effectiveness, drug and alcohol issues at home and the workplace.
EXPERIENCE: Center professionals include psychiatrists, psychologists, licensed clinical social workers, certified addiction professionals, licensed mental health counselors and health professionals.

SARA M. McCALLUM
Naples Day Surgery
1051 5th Ave. South
Naples, Florida 34102-6413
(941) 262-1776
TOPICS: Out-Patient Surgery as an Excellent Alternative to Hospitalization; cost savings, quality care, etc.
EXPERIENCE: Registered Nurse 18 years. Administrator of 10 Naples Community Hospital volunteers.

DR. JEROME NOLL
Foot and Ankle Associates of North Naples, P.A.
10621 Airport Road North, Suite 4
Naples, Florida 34109
(941) 592-0700
TOPICS: Foot health care, specific problems with diabetes; diseases and deformities of the foot affecting children and adults; medical ethics.
EXPERIENCE: Past Associate Professor of Surgery, Barry University of Miami.

EARL F. RECTANUS, JR, PH.D.
Associates in Counseling and Health Psychology
3200 Bailey Lane, Suite 1555
Naples, Florida 34105
(941) 262-6700
TOPICS: Mental Health, Wellness, Mind-Body Therapy.
EXPERIENCE: Psychologist, author, presenter.

JOHN GARBO

Collier County Bay Days
(941) 947-2022 FAX: (941) 947-1788

TOPICS: Problems and solutions to cleaning up Naples Bay.

EXPERIENCE: Member, Collier County Bay Days Committee

JEROME GROVE

The Art Gallery at The Registry
475 Seagate Drive
Naples, Florida 33940
(941) 597-8001 FAX: (941) 597-3147

TOPICS: Visual Arts, Design, Collecting Art.

EXPERIENCE: BA, Art, University of Minnesota; BFA, Minneapolis College of Art and Design; completed Graduated program in Educational Management, Harvard; retired President of the Center of Creative Studies - College of Art and Design, Detroit; owner of local gallery.

JOHN IZAD, D.V.M.

Cat Care Clinic of Naples
3400 Radio Road, Suite 103
Naples, Florida 34104
(941) 643-4090 FAX:

TOPICS: Health Care of Your Cat.

EXPERIENCE: 11 years private practice specializing in "feline" medicine; member American Association of Feline Practitioners.

KENNETH THURSTON HURST

Friends of the Library of Collier County
359 Bay Forest Drive
Naples, Florida 33963
(941) 566-7466

TOPICS: Book Publishing-How American Books Went Abroad; Our Library System in Collier County; An Englishman Looks at America.

EXPERIENCE: Retired President Prentice-Hall book publishing company; author.

ROBERT LEE (BOB) CHARTRAND

430 Widgeon Pointe
Naples, Florida 33942
(941) 649-1928 FAX (941) 649-1928

TOPICS: Politics for Our Time: It's Humor, Ho-hums and Horrifics. The political process has been the greatest show on earth. It regales audiences with its changing nature, why we should (and have to) care,

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LYNN SCHNEIDER
Eye Centers of Florida
4101 Evans Avenue
Fort Myers, Florida 33901
(941) 939-3456 FAX (941) 936-8776

TOPICS: Cataracts and Cataract Surgery; Excimer Laser and/or Radial Keratotomy Surgeries, Diabetic Retinopathy, Macular Degeneraton and other Retinal Disorders, Oculoplasty; Dry Eye; Glaucoma; Corneal Transplants; and Worker's Eye Safety.

RAVEN LAMOREAUX-DODD
Golden Signature, Inc.
745 12th Avenue South, Suite A
Naples, Florida 34102
(941) 643-3644 Home (941) 947-7432

TOPICS: Lifestyle Management; Understanding the mind-body Interaction; Goal setting, developing creativity and Achieving success in your business & personal life.

Experience: International workshop leader, licensed massage therapist for 13 years. Extensive study & experience of the healing arts of other cultures..

FRED MAEHR
Venice School of Massage Therapy, Inc
10915 Bonita Beach Road S.E., #2121
Bonita Springs, Florida 34135
(941) 495-0714

TOPICS: Preventative health practice, Nutrition, Natural Remedies, Swedish Massage, Hydor and Heliotherapy and Colon Therapy. Fitness Training, Esthetics/Skin Care, Rehab Exervcise. Video presentation available.

EXPERIENCE: Teaches preventative health practice, natural remedies & massage techniques. Founder/Director of Venice School of Massage Therapy, Inc. Graduated from Rutgers University in 1996, experience at Weimar Institute, Weimar, CA, Uchee Institute, Seale AL, Certified Neuromuscular Therapist.

INGRID D. MC BRIDE
I.D.M. Productions
4140 Ashcroft Court, # 523
Estero, Florida 33928
(941) 498-9569 FAX: (941) 498-5818

TOPICS: The development of a T.V. Show Producing a T.V. commercial.

EXPERIENCE: 22 years theater background. Met with ladies groups and civic groups. Interact with group on how television works.

Community Pride

Linking activities with community library
(Source of videos, local historical information and local mall)

Poster Contest displayed in local mall

*Students draft a request letter to marketing director of mall stating display dates, set up and tear down schedules
(See request letter)

Bookmark Contest and display at local library

FRIENDS OF THE LIBRARY
of
COLLIER COUNTY, INC.

APP M45

Bookmark Contest

Sponsored by the

Friends of the Library

Theme: **Communication Station: Tune In At Your Library**

Rules:

1. All entries must be done on the bookmark form on this page.
2. All bookmarks must be done in black crayon, pen, or marker. No colors, please.
3. Each entry must have your name, phone number, grade in school, and the name of your branch library.
4. Do not staple, tape, glue, punch holes in, or fold your design.
5. Only two entries per person.

Judging: Bookmarks will be judged on creativity and originality. Two winners will be chosen from each library--one from grades 1 through 3, and one from grades 4 and 5. Two county-wide winners will be chosen from all winning entries.

Deadline:

Prizes: All winning bookmarks will be commercially reproduced and used in the library during the year. The two county-wide winners will each receive a $50.00 U.S. Savings Bond.

Name______________________________

Grade you will entering in the fall____________

Phone number________________

Branch Library ________________

CAREER VIDEOS
"Career Discovery Field Trips"

PURPOSE: To learn about different careers by taking a "field trip" through the use of video tapes.

MATERIALS: "Career Discovery Field Trip" video set

TIME: 1 1/2 Class Period

INSTRUCTIONS: Contact Learning Resources for availability

The teacher should preview the videos in order to prepare follow-up questions. Each video lasts approximately 22 minutes. The videos can be used together or to supplement previous lessons.

FOLLOW-UP: Discuss the videos or have students complete written essays concerning the content of each video.

Don't let your middle grade students miss this powerful series. Preview the first three videos for 30 days free!

As every librarian, audiovisual supervisor, counselor, and teacher knows, hildren learn faster and better when they enjoy the experience. The first hree *Career Field Trip* videos take middle graders behind the scenes — o a hospital, a construction site, and a video production studio — for a ascinating look at the way career people earn their livings. Each video ighlights several jobs. Each is accompanied by a *Teacher's Guide* that nakes it easy to help students get the most out of their "field trip." rom time to time, exciting new videos will be added to the series.

areer Discovery Field Trips offer five unique dvantages to students:

. **Designed for middle graders.** This is not watered-down high school r stretched-out elementary school material. The videos are aimed at 5th hrough 8th graders. About 22 minutes in length, they are geared to the nterests and viewing level of adolescents.

. **Extremely realistic.** Students watch and listen to real working peole, not actors playing roles.

. **The experience can be stopped and played back.** If the teacher vants to make a point, or if a student has a question, just go to "instant eplay." Or pause the videos about every two minutes after each job is ighlighted – while that job's qualifications are listed on the screen.

. **Relates careers to classes students are taking now.** The videos notivate students to take their schoolwork more seriously by emphasizg how their studies relate to career choices.

. **Suggests ways to prepare for careers.** For example, students are ncouraged to try woodworking, model building, and home repair procts to prepare for careers in construction.

Teacher's Guides help teachers promote learning every step of the way.

Each handy 8-page guide provides these features:

- Synopsis of the video.
- Objectives for the learning experience.
- Summary of careers profiled.
- List of related jobs.
- Special projects for learning more about careers.
- General skills needed for success.
- Vocabulary for testing class.
- Discussion questions.
- Essay questions.

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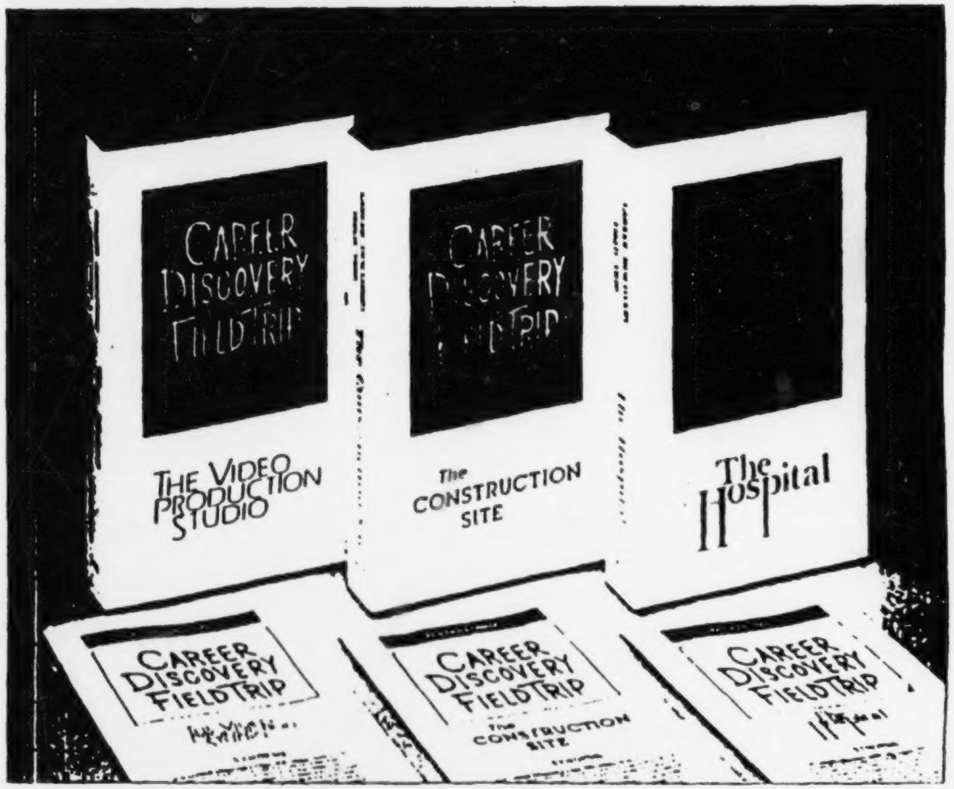

CAREER DISCOVERY FIELD TRIP
THE VIDEO PRODUCTION STUDIO
CAREER DISCOVERY FIELD TRIP
The CONSTRUCTION SITE
The Hospital
CAREER DISCOVERY FIELDTRIP
CAREER DISCOVERY FIELDTRIP
The CONSTRUCTION SITE
CAREER DISCOVERY FIELDTRIP

Each package of three 22-minute videos with accompanying Teacher's Guides *fill three class periods with involving, interactive learning. Great for Career Week or any week at all!*

Save more than $20.00 — order a package of three *Career Discovery Field Trips*.

Our introductory price for each video and guide is just $49.95, plus $4.50 shipping and handling. And, for each package of three, your cost is only $129.95, plus $4.50 shipping and handling — an even greater value!

Mail enclosed Certificate today —
or call 312/580-5480, Ext.13 — for your
30-day free preview!

APP M45

Letter Writing Exercise

(to Invite speakers)

(Thank you note exercise to thank speakers)

Lesson on letter writing:

- * Give explanation and demonstration of letters (ask for input / ideas)
- * Sample Letter
- * Quiz on letter writing

Example:

Sunrise Middle School
1640 Sunrise Blvd.
Ft. Lauderdale, Fl. 33333

Mr. John Stark, Director
Community Chest
22 1st St.

Dear Mr. Stark:

Before we begin another school year, we, Mrs. Smiths 7th Grade Class, would be very happy if you could spend some time with us and teach us about your organization and how we can work on projects together.

We are looking forward to hearing from you.

Sincerely,

Nancy Jones

BUSINESS LETTER TEST

____
____
____

CHOOSE THE CORRECT ANSWER FOR EACH QUESTION. PLACE THE LETTER OF YOUR CHOICE ON THE LINE PROVIDED.

______1. Which of the following is needed after the greeting in a business letter?
a. comma
b. colon
c. period
d. exclamation point

______2. One type of business letter is a letter of __________________.
a. request
b. complaining
c. opinion
d. all of the above

______3. Which of the following is needed after the closing of a business letter?
a. period
b. colon
c. nothing
d. comma

______4. Which of the following is a correct closing for a business letter?
a. Yours Truly,
b. Yours truly,
c. Yours truly
d. Sinserly,

______5. What size is a business envelope?
a. 9" x 4"
b. 8" x 11"
c. 9 1/2" x 4"
d. 7 1/2" x 4 1/2"

______6. Which is the correct order for the parts of a business letter?
a. Heading, Greeting, Inside Address, Body, Signature, Closing
b. Inside Address, Heading, Greeting, Signature, Closing, Body
c. Heading, Greeting, Body, Closing, Signature
d. Heading, Inside Address, Greeting, Body, Closing, Signature

______7. In the business world, which of the following is used for a business letter?
a. notebook paper
b. white, unlined paper
c. pastel (colored) paper
d. legal paper

______8. The heading is made up of which of the following?
a. Your name, date, and address
b. The person's name you are writing to, and their address
c. Your home address, city, state, and zip, and the date
d. None of the above

______9. In block form, where does the closing appear?
a. At the top of the paper
b. Lined up with the heading, at the right of the paper
c. Lined up with the heading, at the left of the paper
d. None of the above

______10. On the envelope, where does the stamp appear?
a. In the upper right-hand corner
b. In the center of the envelope
c. In the upper left-hand corner
d. Anywhere you want it

The Purpose of the mentoring program / process is to provide adults who can build personal relationships with students. Often students don't have role models in their families to help them envision a quality of life for themselves.

How it Works:

* Identify Mentors
* Identify Students
* Match students and mentors
* Hold mentor - student meetings
* Involve parents
* Hold counselor - mentor debriefing

Mentoring Program Interest Survey

Name:
last first middle

Adress:
Name of Business:
Business Address:

Home Phone:
Position / Title:
Business Phone:

Please describe your general interest (How you spend your free time):

Please describe your personality:

Quiet Outgoing Caring Friendly
shy Talkative Adventuresome Sensitive
Happy Listener Confident

Other Comments:

Shadow Program Mentor Survey

We are seeking volunteers for a Career Shadow Program for students. This important activity links young people with someone in a career field in which they have expressed an interest. For a day or a portion of a day, they "shadow" that individual. Like a shadow they only silently observe. They have been coached not to be obtrusive or to interrupt your work time. All we ask is that you grant 15-30 minutes for an interview at the end of the day for questions and follow-up.

If you are interested in allowing a student to "shadow" you for a day or a portion of a day, please complete the following survey and return to:

____

____

The student assigned to you will contact you directly by letter and phone, so the two of you can arrange a convenient time.

Profession ________________________ Title ____________

Name ____________________________________

Address __________________________________

____

Day phone ________________________

Evening phone ______________________

Company _________________________________

Address __________________________________

____

A brief description of your job duties ____________________

____

____

Your educational background ________________________

____

Restrictions on shadowing times (days, times, etc.) ____________________

____

____

Any preference on ability and motivation of student? (check one)

____ Please send me only motivated students.

____ I am willing to work with an at-risk or undermotivated student.

____ I am willing to work with a handicapped/learning disabled student.

____ I would be especially good at working with ____________________

____

____ Undecided

Are you a working parent? Yes No

Optional: Would you consider allowing a student to come to your home an hour before you leave for work to observe how you mix career and family? Yes No Perhaps

Optional: Would you consider speaking to a high school class on your area of career expertise or other professional experience? Yes No Perhaps

Comments:

Shadow Program Student Survey

Name ______________________________ Age ____________

High School ______________________________ Grade ________

Teacher ____

Class Title ______________________________ Period ________

Three careers of interest:

1st choice ______________________________

2nd choice ______________________________

3rd choice ______________________________

When I can shadow: (circle any restrictions)

Any time Evenings only

Weekdays only Weekends only

Other__________________

Explain any time restrictions such as employment or after-school activities from which you cannot be excused.

____

____

Do you plan to attend college? Yes No Maybe Undecided

Do you plan to attend trade school? Yes No Maybe Undecided

Why are you interested in these career areas?_________________________

____

____

____

App M48

Understand and Enhance the Community

Volunteer students (or teens) pair with subjects to help with reading

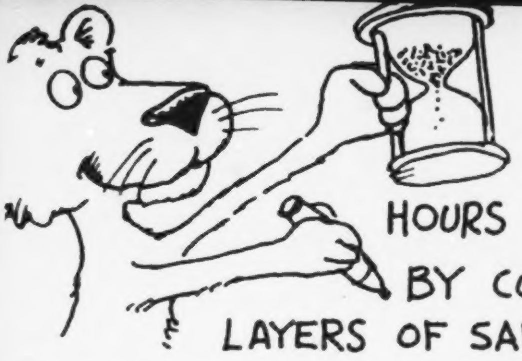
Questionnaire for Subjects:

Why some students don't like to read
(Please check all that apply to you)

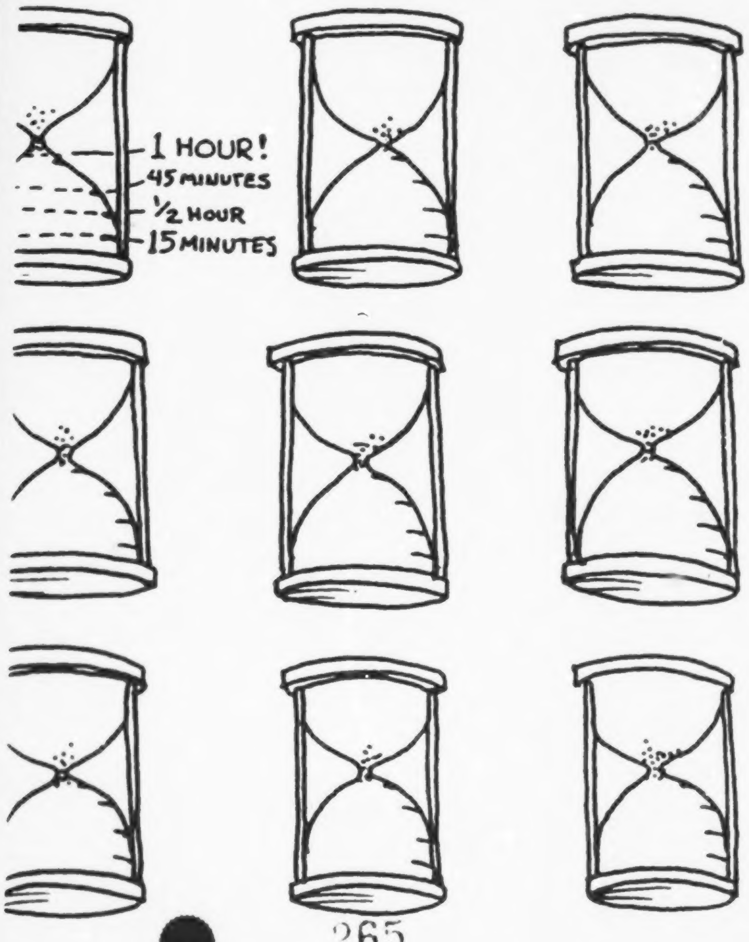
1. It's boring
2. I don't have time
3. It's to hard
4. It's not important
5. It's no fun

Volunteers Please

1. Be encouraging
2. Give compliments
3. Be patient
4. Set small goals
5. Smile
6. Have fun



SHOW YOUR HOURS OF READING BY COLORING LAYERS OF SAND IN THE BOTTOM OF EACH HOURGLASS.


1 HOUR!
45 MINUTES
½ HOUR
15 MINUTES

FRANK REMKIEWICZ

MY READING LOG

____
My name

____
The school I will attend next year

____
Grade I will be in next year

_____hours _____min.
How long I read this summer

my Student Volunteer's Name Is.
____

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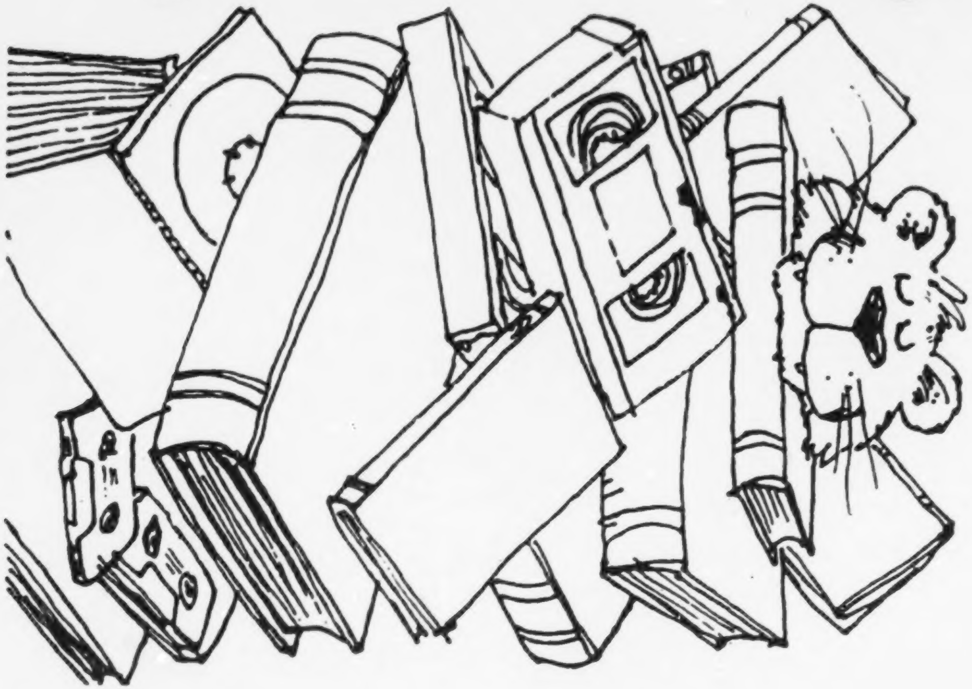

ENTER AT YOUR OWN RISK

"Read All About It"

1997 Summer Reading Program for Teens/Pre Teens

Your Name ______________________ Age ___ School ______________________

Address ______________________________________ Phone ______________

Author ______________________ Title ______________________________

Would you recommend this book to another pre teen? teen? Yes ____ No ____

Please circle all the descriptions that describe the book you read . . .

Couldn't put it down   Lots of action   Not enough action   Hard to get into

Tough to read, but worth it   Good information(non-fiction)

Wrong information(non-fiction)

APP M49

Student Evaluation Questionnaire

Name ____________ Please return to ____________

Please circle or underline your answers.

1. Did you enjoy meeting with your mentor? yes no
   Please explain your answer ____________
   ____
2. Did you feel the meetings occurred:
   a. too often b. not often enough c. about right
3. Did you discuss the mentor program with any of your family?
   yes no
   Please explain your answer ____________
   ____
4. How has the mentor program helped you? ____________
   ____
   ____
5. What did you like best? ____________
   ____
6. What suggestion do you have for improving the mentor program?
   ____
   ____
   ____
7. Would you recommend the mentor program to a friend?
   yes no
   Please explain your answer ____________
   ____

APP M49

Have you encountered any problems?

yes no

If yes, explain ______________________________

____

Did you have any problems checking in?

yes no

If yes, explain ______________________________

____

Were your mentor sessions?

a. productive b. need more focus or particular goal in mind

c. OK as is

Is there additional information or assistance that would have been helpful to you?

yes no

If yes, explain ______________________________

____

How did you feel about the interaction between you and your student?

____

____

In what ways did you see the mentor program as being successful?

____

____

Do you have any suggestions about how we could improve the mentor program?

____

____

Do you have any suggestions about how we can make the mentor program more meaningful?

____

Would you like to participate in our mentor program next year?

yes no

If so, would you like to mentor the same student?

yes no

Please explain your answer ______________________________

____

Do you know of individuals or a group of individuals who wou' be interested in participating in this program as mentors?

yes no

19. Is there any way our ______ High School personnel c
help to improve the program?

yes

Please explain ______________________________

____

20. Any additional comments: ______________________________

____

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Mentor Evaluation Questionnaire

APP M49

__________ Please return to __________

.ircle or underline your answers.

' ve you noticed any improvement in attitude, confidence, level t knowledge, or maturity of the student you are monitoring?

yes no

')id you feel a positive relationship has developed between you ıd your student?

yes no

Vas the present system of scheduling meetings with your stu- :nt on a regular basis, plus allowing you to make your own ar- ;gements, satisfactory?

yes no

uld it be easier to make your own arrangements?

yes no

' yes, explain __________

____

'ould mentor/student meetings occur:

. more often b. less often c. about the same

Vas the $2.50 per person per lunch:

too high b. about right c. other

Should items have been added to or deleted from the orientation session?

yes no

f yes, explain __________

____

____

8. Do you have any other suggestions for how we could mentor/student contacts more meaningful?

____

____

9. Would you like to participate in the mentor progran

yes

10. If so, would you like to have the same mentor?

yes

Please explain your answer __________

____

Thank you for sharing your comments with us as they will b value to the future of this program.

Resources for Comprehensive Student Development and School-To-Career Curriculum

There are many resources for classroom, school and community based activities which will work well to achieve the learning objectives contained throughout this comprehensive student development curriculum. The activities contained in the appendices of this curriculum guide are intended only as examples of what can be done with students. Other resources for information and activities are listed below.

Assessment

Career Cruiser: www.firn.edu/doe/bin00056/!cruzer.htm or 1-800-342-9271

CHOICES and CHOICES, Jr. Available through Florida Department of Education

Crites, J. (1998). Career Maturity Index, Available from Careerware, 1-800-267-1544

Info Tracker, Available from TechLan at www.tlcom/infotrak.htm or at Phone - 800-947-8460; 4900-C Mercer University Dr., Macon, Georgia 31210

Curriculum Activities

Broward County Public Schools (1990). Comprehensive guidance and counseling programs. Ft. Lauderdale, FL: Author.

Center on Education and Work. (1992). Developmental guidance classroom activities for use with National Career Development Guidelines: Grades K-12 (4 volume set). Madison, Wisconsin: University of Wisconsin.

Chew, C. (1995). School-to-work transition: Resources for counseling. Madison, Wisconsin, Center on Education and Work.

Commonwealth of Virginia Department of Education, (1998). Career Connections. Richmond, VA: Author.

Florida Department of Education, (1990). Insights: A self and career awareness program (three volume set). Tallahassee, FL: Author.

School Board of Volusia County, (1998). K-12 Developmental guidance plan.
Volusia County, FL: Author

Wisconsin Department of Public Instruction. (1996). The Wisconsin developmental guidance model. Milwaukee, WI: Author.

National Standards

Campbell, C.A. & Dahir, C.A. (1997). The national standards for school counseling programs. Alexandria, VA: American School Counseling Association.

National Career Development Association (1996). National career development standards, Alexandria, VA: Author.

United States Department of Labor (1991). What work requires of schools: A SCANS report for America 2000. Washington, D.C.: U.S. Government Printing Office.

School-to-Careers, School Counseling and Comprehensive Student Development

Florida Department of Education (1992). Florida's Student Development Program: A Framework for Developing Comprehensive Guidance and Counseling Programs for a School-To-Work System. Tallahassee, FL: Author.

Perry, N. & Ward, L. (1997). Helping students plan careers: A school-to-careers guide for counselors. American Vocational Association: Alexandria, VA.

Web sites of interest: (Many of these sites have hot links to other important sites too numerous to mention)

American School Counselor Association: www.schoolcounselor.org

Association for Career and Technical Education (formerly the AVA): www.avaonline.org

Career Counseling resources: seamonkey.ed.asu.edu/~gail/career.htm

Career Mosaic: www.careermosaic.com

eXploring Careers: www.explore.cornell.edu/

Florida School-To-Work Initiatives: www.stw.ed.gov/Database/State2.cfm

Florida Department of Education Publications: www.firn.edu/doe/bin00051/pub_man.htm

Florida Division of Workforce Development: www.firn.edu/doe/bin00051/home0051.htm

National Career Development Association: www.ncda.org

National Center for Research in Vocational Education: ncrve.berkeley.edu

National Occupational Information Coordinating Committee: www.noicc.gov/

National School-to-Work Office: www.stw.ed.gov/

University of Wisconsin Center for Education and Work: www.cew.wisc.edu/

US Department of Education: www.ed.gov/

What exemplary career development programs should look like: ncrve.berkeley.edu/MDS-855

Additional Resources

The following resources provide additional information and activity ideas for use in your classroom. They are referred to on the activity pages throughout this book. The publisher or wholesaler that distributes each resource is listed in parentheses after each entry. You can find out more about the resources by contacting the companies at the addresses listed at the end of this section.

VSC

The following resources can be obtained through the Vocational Studies Center. For more information, contact VSC at the University of Wisconsin — Madison, School of Education, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706 or call 1-608-263-2929 and ask for VSC Publications.

Career Classroom Activities. Teacher resource material containing photoready copies of lesson plans, worksheets and activity sheets based on the Wisconsin Developmental Guidance Model.

Career Exploration Workbook. Student workbook containing exercises and activities to help students develop career awareness.

Children's Dictionary of Occupations. Illustrated reference that introduces students to work and the variety of jobs available.

Occupations Digest. Written at the fifth grade level, this digest includes occupational descriptions, worker likes/dislikes, starting salaries and general outlook information.

ACTIVITY/REPRODUCIBLE BOOKS

Attitudes and Values Spirit Masters. *Me, Myself and I, All About Me, Decision Making* and *Values Spirit Masters.* (Opportunities for Learning)

Attitudes and Values Reproducible Activities. *Dealing With Feelings, Goal Getters* and *The Month-to-Month Me.* (Opportunities for Learning)

Big Book of Study Skills Reproducibles. (Opportunities for Learning)

Career Activity Books. *The Career Workbook.* (Opportunities for Learning)

Circles and Square Pegs. (Opportunities for Learning)

Communicating to Make Friends. (Opportunities for Learning)

Decision Making for Success in Life Series. *Personal Skills, Social Skills* and *Survival Skills.* (Social Studies School Service, Educational Insights, ©1985)

Draze, Dianne. *Options: A Guide for Creative Decision Making.* (Social Studies School Service, Dandy Lion, ©1982)

Eddy, Arlene and Vera Gierman. *Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.* (Social Studies School Service, Educational Service, Inc.)

Farnette, Cherrie et al. *At Least A Thousand Things To Do: A Career-Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie et al. *I've Got Me and I'm Glad: A Self-Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie et al. *People Need Each Other.* (Social Studies School Service, Incentive Publications)

Follow Directions Carefully. (Opportunities for Learning)

Funes, Marilyn and Alan Lazurus. *Popular Careers.* (Social Studies School Service, Learning Well, ©1983)

Gahris, Cindi. *Career Education.* (Social Studies School Service, Good Apple, ©1983)

Games Children Should Play. (Opportunities for Learning)

Griswold, Vera Jo and Judith Starke. *Multi-Cultural Art Projects.* (Social Studies School Service, Good Apple, ©1982)

Hastings, Jill M. and Marion Typpo. *An Elephant in the Living Room.* (Social Studies School Service, Compcare, ©1984)

Jackson, Alice. *Learning Units in Careers.* (Social Studies School Service, Instructo/McGraw-Hill)

Learning to Think and Choose. (Opportunities for Learning)

Lipson, Greta and Jane A. Romatowski. *Ethnic Pride.* (Social Studies School Service, Good Apple, ©1982)

Ourth, John and Kathie Tamarri. *Career Caravan.* (Social Studies School Service, Good Apple)

Science Activity Packs. *Plants & Animals.* (Opportunities for Learning)

Self-Concept Series. *Choosing and Cooperating.* (Social Studies School Service, Good Apple, ©1981-1985)

What Would You Do? (Social Studies School Service, Educational Impressions, ©1987)

You + Me = Us. (Opportunities for Learning)

ASSESSMENT INSTRUMENTS

Dunn, Rita and Kenneth Dunn. *Educator's Self-Teaching Guide to Individualizing Instructional Programs.* (Parker Publishing Company, Inc., ©1975)

Quest. (Chronicle Guidance Publications, Inc.)

BOOKS/BOOK SERIES

Aycox, Frank. *Games We Should Play In School.* (Social Studies School Service, Front Row Experience, ©1985)

Bennett, William. *What Works — Schools Without Drugs.* (U.S. Department of Education)

Berry, Joy Wilt. *The Survival Series for Kids: What to Do When Your Mom or Dad Says. . . Don't Hang Around With the Wrong Crowd.* (Social Studies School Service, Living Skills Press, ©1981-1983)

Changing Years Series. *My Journal of Personal Growth, My Relationships With Others, My Changing Body* and *My Choices and Decisions.* (Opportunities for Learning)

Dictionary of Occupational Titles. (National Labor Market Resources, U.S. Department of Labor)

Food, Fitness, and Health. (Opportunities for Learning)

Krementz, Jill. *How It Feels When Parents Divorce.* (Social Studies School Service, Knopf, ©1984)

Occupational Outlook Handbook. (National Labor Market Resources)

Newman, Susan. *You Can Say No to a Drink or a Drug.* (Social Studies School Service, Perigree, ©1986)

Parkinson, Robert A. *Growing Up on Purpose.* (Social Studies School Service, Research Press, ©1985)

Rattray, Jamie et al. *Get High on Life Series — Kids and Alcohol, Kids and Smoking,* and *Kids and Drugs.* (Social Studies School Service, Health Communications)

Seixas, Judith. *Alcohol: What It Is, What It Does.* (Social Studies School Service, Greenwillow)

Spinoff. (National Labor Market Resources)

CASSETTES

Schrank, Jeffrey. *Effective Communication.* (Social Studies School Service, Learning Seed, ©1985)

FILMSTRIPS

Alcohol: What Do You Know? (Sunburst Communications, ©1984)

Charlie Brown's Career Education Program. *You May Be Moving, How Do You Want To Live?* and *Leisure Time Is Important.* (Social Studies School Service, Random House School Division)

Dealing With Failure. *What is Failure?* and *Life After Failure.* (Opportunities for Learning)

Developing Good Work and Study Habits. *How To Study, Following Directions, Opening New Doors, Looking Up Facts and Information, What To Do When You Fail,* and *Oral Reports: How To Talk Out Loud.* (Opportunities for Learning)

Developing Self-Confidence. *The Talent Show, Mr. Avery's School, Mom and Dad,* and *The Best You Can Be.* (Social Studies School Service, Learning Tree)

The Group and You: Handling the Pressures. *How Groups Work* and *Three Problems*. (Sunburst Communications, ©1984)

Jobs for the '90s. *Where You Fit In*, *The Doers and the Thinkers*, *The Creators and the Helpers*, and *The Persuaders and the Organizers*. (Sunburst Communications, ©1986)

Learning to Cope. (Opportunities for Learning)

Learning to Learn. *Study Habits*, *Taking Notes*, *Reports and Projects*, and *Taking Tests*. (Opportunities for Learning)

Making Decisions: You Can Learn How. *Why Make Decisions?* and *Decisions Step-By-Step*. (Sunburst Communications)

Relationships and Values: What Really Matters? *Friendship: Caught in the Middle*. (Opportunities for Learning)

Who Am I? Looking at Self-Concept. *What Is Self-Concept* and *Four Steps to Changing*. (Sunburst Communications, ©1984)

Why We Work. (Social Studies School Service, Learning Tree)

GAMES

Can of Squirms. (Opportunities for Learning)

POSTERS

Learning About Careers. (Social Studies School Service, Marvel)

Learning Environment Bulletin Boards. *The Community*. (Opportunities for Learning)

Living Together in America. (Social Studies School Service, David Cook)

USOE Chart of Career Clusters. (National Labor Market Resources)

Valuing Yourself: 22 Ways to Develop Self-Esteem. (Opportunities for Learning)

VIDEO

Olney, Claudel V. *Where There's A Will There's An A: How To Get Better Grades in Grade School*. (Chesterbrook Educational Publishers, ©1989)

SOURCES

Chronicle Guidance Publications, Inc.
Aurora Street
P.O. Box 1190
Moravia, NY 13118-1190

National Labor Market Resources
c/o Government Printing Office
517 East Wisconsin Avenue
Room 190
Milwaukee, WI 53202

Opportunities for Learning, Inc.
20417 Nordhoff St.
Dept. 9H
Chatsworth, CA 91311

Parker Publishing Company, Inc.
Rte 9W
Englewood Cliffs, NJ 07632

Social Studies School Service
P.O. Box 802
Culver City, CA 90232-0802

Sunburst Communications
101 Castleton Street
Pleasantville, NY 10570-9971

Exploring Careers. (Social Studies School Service, Educational Design)

Family Living: Puzzles, Games, and Individual Activities. (Social Studies School Service, Hayes, ©1983)

Farnette, Cherrie, et al. *At Least A Thousand Things To Do: A Career-Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie, et al. *I've Got Me and I'm Glad: A Self-Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie, et al. *People Need Each Other.* (Social Studies School Service, Incentive Publications)

Gahris, Cindi. *Career Education.* (Social Studies School Service, Good Apple, ©1983)

Hoper, Claus, et al. *Awareness Games: Personal Growth Through Group Interaction.* (Social Studies School Service, Griffin Books)

Job Survival Skills. (Social Studies School Service, Educational Design, ©1984)

Kaufman, Debra. *Essential Social Skills.* (Social Studies School Service, J. Weston Walch)

Listening and Following Directions Reproducibles. *Who's Following Directions?* (Opportunities for Learning)

Maloney, Mary. *Career Capers.* (Social Studies School Service, Teachers)

Ourth, John and Kathi Tamarri. *Career Caravan.* (Social Studies School Service, Good Apple)

Pfeiffer, William and John Jones (editors). *Handbook of Structured Experiences for Human Relations Training.* (Social Studies School Service, University Associates)

Schmidt, Fran and Alice Friedman. *Creative Conflict Solving for Kids.* (Social Studies School Service, ©1985)

Self-Concept Series. *Appreciating, Belonging, Coping, Sharing, Communicating* and *Choosing.* (Social Studies School Service, Good Apple, ©1981-1985)

Simon, Sidney. *Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living.* (Social Studies School Service, Argus Communications)

Simon, Sidney, et al. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* (Social Studies School Service, Dodd, Mead)

Stress: A Life Factor. (Social Studies School Service, Milliken)

Taming Butterflies: Activities for Emotional and Self-Growth. (Social Studies School Service, Dandy Lion, ©1983)

A World of Choice: Careers and You. (Social Studies School Service)

ASSESSMENT INSTRUMENTS

Barrett, James and Geoffrey Williams. *Test Your Own Job Aptitude: Exploring Your Career Potential.* (Social Studies School Service, Penguin)

Career Directions. (Social Studies School Service, Jefferson Software, ©1982)

Differential Aptitude Tests. (DSR, ©1986)

Dunn, Rita and Kenneth Dunn. *Educator's Self-Teaching Guide to Individualizing Instructional Programs.* (Parker Publishing Company, Inc., ©1975)

Klein, Ken and Celia Unterman. *Career Aptitude Tests.* (Social Studies School Service, Arco, ©1984)

Schwartz, Lester and Irv Brechner. *The Career Finder.* (Social Studies School Service, Ballantine, ©1983)

BOOKS/BOOK SERIES

Bard, Ray and Fran Moody. *Breaking In: The Guide to Over 500 Corporate Training Programs.* (Social Studies School Service, Morrow, ©1985)

Berger, Gilda. *Women, Work, and Wages.* (Social Studies School Service, Watts, ©1986)

Block, Deborah. *How to Get and Get Ahead on Your First Job.* (VGM Career Horizons, ©1988)

Booher, Dianna D. *Making Friends With Yourself and Other Strangers.* (Social Studies School Service, Simon and Schuster)

Career Choice Series: How To Match Your Fields of Study to Job Opportunities. *Career Choices for Students of Art, Business, Communications and Journalism, Computer Science, English, History, Mathematics, Political Science* and *Psychology.* (Social Studies School Service, Walker, ©1985)

Casewit, Curtis. *Foreign Jobs: The Most Popular Countries.* (Social Studies School Service)

Cetron, Marvin and Thomas O'Toole. *Futurist Magazine.*

Chamberlain, Valerie M. and Eddye Eubanks. *Personal Skills: For Home, School, and Work.* (Bennett Publishing Company)

Cohen, Susan and Danial Cohen. *Teenage Stress.* (Social Studies School Service, Evans, ©1984)

Cornish, Edward (editor). *Careers Tomorrow: The Outlook for Work in a Changing World.* (Social Studies School Service, World Future Society, ©1983)

Resumes That Get Jobs. (Social Studies School Service, Arco, ©1986)

Rettig, Jack. *Careers: Exploration and Decision.* (Social Studies School Service, Fearon, ©1986)

Rofes, Eric (editor). *The Kids' Book of Divorce: By, For, and About Kids.* (Social Studies School Service, Random House)

Schwartz, Lester and Irv Brechner. *Career Tracks.* (Social Studies School Service, Ballantine, ©1985)

Simon, Nissa. *Don't Worry, You're Normal: A Teenager's Guide to Self-Health.* (Social Studies School Service, Crowell, ©1982)

Simon, Sidney. *Negative Criticism: Its Swath of Destruction and What To Do About It.* (Argus Communications, ©1978)

Standard Industrial Classification. (National Labor Market Resources)

Standard Occupational Classification Manual. (National Labor Market Resources)

Trade and Technical Careers and Training Handbook. (National Association of Trade and Technical Schools)

Varenhorst, Barbara. *Real Friends: Becoming the Friend You'd Like to Be.* (Social Studies School Service, Harper & Row, ©1983)

Vedral, Joyce. *I Dare You.* (Social Studies School Service, Ballantine, ©1985)

Weigand, George. *How To Succeed in High School: A Practical Guide to Better Grades.* (Social Studies School Service, Barron's)

Wright, John. *The American Almanac of Jobs and Salaries.* (Social Studies School Service, Avon, ©1896)

CASSETTES

How To Get Along on the Job: An Activity Pack. (Social Studies School Service, J. Weston Walch, ©1985)

Schrank, Jeffrey. *Effective Communication.* (Social Studies School Service, Learning Seed, ©1985)

Smith, Thomas. *Survival Listening Skills.* (Social Studies School Service, J. Weston Walch)

CURRICULUM PROGRAMS

Bershad, Carol and Nancy Dimella. *The Changer and the Changed: A Working Guide to Personal Change.* (Social Studies School Service, Management Sciences for Health, ©1983)

Walker, Hill, et al. *The Access Program: Relating to Peers, Relating to Adults and Relating to Yourself.* (Pro-Ed)

DISKS

Decision Making and Problem Solving. (Social Studies School Service, ©1984)

Job Readiness Series. *Filling Out Job Applications, Successful Job Interviewing* and *Resumes Made Easy.* (Social Studies School Service, MCE, ©1986)

Job Survival Series. *Work Habits For Job Success, First Day On The Job* and *Personal Habits For Job Success.* (Social Studies School Service, MCE, ©1983)

Self-Exploration Series. *Who Am I?, Career Exploration* and *Study Skills.* (Social Studies School Service, Instructional Enterprises)

FILMSTRIPS

As Others See Us. *The Real You, Common-Sense Courtesy, Body Language* and *Looking Your Best.* (Social Studies School Service, Glencoe, ©1984)

The Career Game. (Social Studies School Service, Rick Trow)

Careers and Values: Understanding the Choices. *What Matters To You and How To Decide.* (Sunburst Communications, ©1982)

Careers in the Leisure Time Industry. (Social Studies School Service, Pathescope/Associated Press)

Charlie Brown's Career Education Program. *There's A Lot You Can Do, You Need To Work, We All Have Dignity, Leisure Time Is Important, We Need Teamwork, It's Fun Working With You* and *We All Need Self-Fulfillment.* (Social Studies School Service, Random House School Division)

Coping With Anger, Embarassment, Frustration, and Jealousy. (Social Studies School Service, Learning Tree, ©1981)

Coping With Family Changes. *Redefining the Family, Single-Parent Families* and *Step-parents and Blended Families.* (Sunburst Communications)

Coping With Fear, Temptation, Disappointment, and Frustration. (Social Studies School Service, Learning Tree, ©1981)

Coping With Peer Pressure: Getting Along Without Going Along. (Social Studies School Service, Guidance Associates, ©1986)

Developing Self-Confidance. *The Talent Show, Mr. Avery's School, Mom and Dad,* and *The Best You Can Be.* (Social Studies School Service, Learning Tree)

Trouble At Home: Learning to Cope. *Facing the Problem* and *Feeling Better*. (Sunburst Communications, ©1986)

Understanding Jobs and Careers. (Social Studies School Service, Learning Tree)

Understanding Stress and Conflict. *Stress, Stress and Anxiety*, and *Coping With Stress*. (Sunburst Communications, ©1982)

Understanding Suicide. *Tommy's Story* and *Help: Going For It*. (Sunburst Communications, ©1987)

What's Right, What's Wrong. *Friendship: JoAnne's Decision*, *Fairness: Colin's Decision*, *Responsibility: Heather's Decision*, and *Cheating: Brian's Decision*. (Sunburst Communications)

What's Your Image? (Career Aids)

Where The Jobs Are. (Sunburst Communications)

Who Am I? Looking at Self-Concept. *What Is Self-Concept* and *Four Steps to Changing*. (Sunburst Communications, ©1984)

Why We Work. (Social Studies School Service, Learning Tree)

Why Work? *Looking Ahead* and *On the Job*. (Sunburst Communications)

You and Your Parents: Making It Through the Tough Years. *Why the Problem?* and *Learning to Cope*. (Sunburst Communications)

GAMES/KITS

Auction. *Self-Awareness*, *Lifestyles* and *Self-Liberation*. (Social Studies School Service, Creative Learning Systems)

Can of Squirms. (Opportunities for Learning)

Inner Choice. (Social Studies School Service, Palomares, ©1985)

Jew, Wing and Robert Tong. *Janus Job Interview Kit*. (Social Studies School Service, Janus)

Join. (Social Studies School Service, Creative Learning Systems)

Priorities. (Social Studies School Service, Simco)

Pro's and Con's: Sex Role Options. (Social Studies School Service, Creative Learning Systems)

Quality of Work Life: Person-to-Person Interaction Kits. (Social Studies School Service, Creative Learning Systems)

Tuning In To Others: Person-to-Person Interaction Kits. (Social Studies School Service, Creative Learning Systems)

The Ungame: Tell It Like It Is! (Social Studies School Service, The Ungame Co.)

Where Do You Draw the Line? An Ethics Game. (Social Studies School Service, Simile II)

POSTERS

Career Education Posters. (Career Aids)

Successful Student and Self-Esteem Posters. (Opportunities for Learning)

Valuing Yourself: 22 Ways to Develop Self-Esteem. (Opportunities for Learning)

WORKBOOKS/WORKTEXTS

Brewner, Margaret M., et al. *Life Skills Attitudes in Everyday Living*. (Social Studies School Service, Educational Design)

Building Self-Confidence. (Social Studies School Service, Fearon, ©1985)

Gelatt, H.B., et al. *Deciding*. (Social Studies School Service, College Entrance Examination Board)

Hooker, Dennis and Almut Fleming. *Me and Jobs*. (Social Studies School Service, Educational Design, ©1982)

Janus Hi/Lo Illustrated Worktexts. *My Job Application File; Get Hired! 13 Ways to Get a Job; Don't Get Fired! 13 Ways to Hold Your Job; Janus Job Planner;* and *Janus Job Interview Guide*. (Social Studies School Service, Janus)

Job Survival Skills. (Social Studies School Service, Educational Design, ©1987)

Neidhardt, Joseph and Irene Suyin Lee. *Stress Management Workbook*. (Social Studies School Service, Western Center for Preventative and Behavioral Medicine, ©1982)

Read On! Write On! Series. *The Big Hassle and Other Plays*, *The Put-Down Pro and Other Plays*, *The Choice and Other Stories*, *The Last Good-Bye and Other Stories*, *Time to Change and Other Stories*, and *The Promise and Other Stories*. (Social Studies School Service, Janus)

Schrank, Louise Welch. *Lifeplan: A Practical Guide to Successful Career Planning*. (VGM Career Horizons)

Starkey, Carolyn and Norgina Penn. *Essential Life Skills Series*. (Social Studies School Service, National Textbook Company, ©1985)

Strategies for Study. (Social Studies School Service, Perfection Form, ©1983)

Study Skills. (Social Studies School Service, Educational Enrichment Materials)

Worley, Linda Pace. *Getting to Know You and the People In Your Life*. (Social Studies School Service, J. Weston Walch, ©1985)

Comprehensive Student Development Curriculum Authors in Alphabetical Order

Bedrava, James
Chipman, Vicki
Cole, Ann
Crawford, Russ
David, Karen
Dratler, Cheryl Lynn
Fischer, Mary
Flores, Yolanda
Ford, Christine
Foster, Janice
Fry, Dr. Scott
Gorton, Carolyn
Guth, Dr. Lorraine
Hollis, Richard
Iacovone, Nancy
Isaacs, Dr. Madelyn
Lazarus, Brenda
Lettiere, Anthony
Lowell, Mary
Marsh, Debbie
O' Hare, Dr. Lee
Owen, Jessica
Pause, Jack
Potts, Susan
Robson, Donna
Rose, Susan
Shoemaker, Susan
Smith, Christopher B.
Thiewes, Lynn
Zebley, Sharon